

From the Principal's Desk:

It is with pleasure that we announce our readiness to apply for NAAC accreditation. The college is applying for the first time as it is a comparatively new institution and it was felt by all stakeholders that real effort to make the institution worthy of its declared aims should be made before applying for judgment in front of an august institution like NAAC. The college has grown from modest beginnings to become a big institution offering both Undergraduate and Post Graduate as well as distance education (Post Graduate) study centre opportunities. The college has very good laboratory facilities and a growing library. The student profile is diverse and the community served by the college has high hopes of this institution for the future of the next generation. The UGC and other funding agencies have generously contributed to the development of infrastructure of the college and hopefully we will be able to justify the trust placed on us by all our benefactors and stakeholders. My earnest wish is to see my trust in the institution vindicated by our efforts at accreditation.

Regards and best wishes.

College Profile

Sarsuna College was established in 1999 through the efforts of an Educational Society formed by the local residents of Sarsuna, one of the oldest continually inhabited localities in and around the city of Kolkata. It is a semi-urban locality, where the demographic majority belongs to the socio-economically vulnerable section of the society. It was felt that what this area needed was a HEI which aimed to balance the need for the meritorious students of the local community and surrounding areas to avail of premium quality education both in New-Age subjects with applicability in the emerging job market and in traditional areas in the humanities, sciences and commerce. The college started modestly, affiliated to the University of Calcutta, offering degrees in general courses in the humanities and commerce and classes were held in the evening in the local high school. That sapling has turned into a tree; the college now has a large modern building, airy and well lit classrooms, state of the art laboratories a moderately large and growing library, ICT enabled teaching-learning facilities, a large number of Honours and General courses in the Undergraduate phase and recently two post Graduate Programmes in the Regular and more than ten post Graduate courses in the Distance Mode. In the last few years, through a number of campus interviews, students specially from departments like Computer Science have found employment after completing their graduation degrees. The college also engages in a number of community and outreach services such as the organization of blood donation camps, thalassemia awareness camps, tree plantations, community literacy programs organized by the students union, various departments, the NSS Unit at the college or collectively as a college initiative. The college has a large (though not adequate) staff of enthusiastic teachers who besides teaching also engage in research work, and an able support system in the non teaching members of the college. The college is administered ably by the Teacher in Charge Mr Arun Dawn implementing the policies and decisions of the duly appointed Governing Body of the college. The college is specially honoured to count as it's Governing Body President the Honourable Minister of Education; Government of West Bengal Dr Partha Chatterjee. Under his benevolent aegis, and guidance as well as the support of the UGC which in the past has aided the college generously with financial support, the college looks to the future hoping to establish itself as a credit and support to the community which has invested the hopes of the future of its children to the college. The college aims to be worthy of the community's aspirations.

Place: Kolkata

Date: 10.04.2015

An Analysis of the Strengths, Weaknesses and Objectives of the Institution: A Blueprint

The college has grown very fast and has come far in only sixteen years. It has grown into a large and complex institution offering many undergraduate and a few post graduate courses. It has a growing reputation for research and is known for efficient handling of admission and evaluation leading to timely execution of academic plans. The college also conducts a number of enrichment, welfare schemes benefiting the college and the community. Culturally and in extracurricular activities including sports, the college is becoming known for its participation in various events in the city and the state. The student profile is diverse and the college is able to maintain and offer a non discriminatory atmosphere for the advancement of equal opportunity learning.

However there are a number of drawbacks and challenges that the college faces and makes an effort to overcome. The economic vulnerability of a large section of students make the reduction of drop out rates a daunting task. Added to this, there are a number of social issues like traditional mindsets in the case of families of girl students which swell this number. In the present day and age any HEI constantly struggles to maintain the intellectual curiosity and interest of the students and inculcate academic enthusiasm against the facile and dangerous lures of easy entertainment and lures they are faced with and attract them back to the classes. Again, the examination schedules of various university examinations force a fall in the number of teaching days as compared to working days which pose a challenge in completing the curriculum. Finally for a college with such a phenomenal growth rate, the number of faculty, and technical and administrative support staff sanctioned by the government needed to maintain even loads thus ensuring quality of delivery is not adequate. Again there is often a struggle to maintain the rights of the students for democratic demands and protests and the need to maintain academic discipline which sometimes (though not frequently) add to the fall in teaching time.

In the balance though, there is much more reason to be optimistic about the college than despondent. The job market for young personnel with skill sets is improving and we aim to position our students in this niche. The college is slowly gaining confidence from early mistakes in overcoming challenges related to balancing the needs of the community and the potential of its students. An attempt is being made to involve stakeholder feedback in the workings and policies of the college so that shared responsibly engenders loyalty and shared commitment to development. The composite development of individual growth; academic, social and ethical, realization of individual potential of each student enrolled irrespective of class, religion or gender, and commitment to institutional social responsibility are the final goals of Sarsuna College and the college intends to honour it's burden.

SECTION-B : PREPARATION OF SELF-STUDY REPORT

1. Profile of the Affiliated / Constituent College

Name and Address of the College:

Name:	SARSUNA COLLEGE	
Address:	4/HB/A HO-CHI-MIEN SARANI, SARSUNA UPANAGORI, SARSUNA	
City: KOLKATA	Pin:700061	State:-WEST BENGAL
Website:	www.sarsunacollege.ac.in	

2. For communication :

Designation	Name	Telephone	Mobile	Fax	Email
Teacher-in-charge	Arun Kumar Dawn	O: 033-24524104 R:-033-24452721	+9109432299379	033-24523699	arunkumandawn8@gmail.com
Steering Committee Co-ordinator	Sarottama Majumdar	O:-033-24523699 R:-033-24023656	+919830603755	033-24523699	sarottama@yahoo.com

3. Status of the Institution: Affiliated College

4. Type of Institution:

a. By Gender: Co-education

b. By Shift: Day

5. It is a recognized minority institution? No

6. Sources of funding: Grant-in-aid

7. a. Date of establishment of the college: 29/09/1999

b. University to which the college is affiliated /or which governs the college (If it is a constituent college):- University of Calcutta, Kolkata

c. Details of UGC recognition:

Under Section	Date, Month & Year	Remarks(If any)
1) 2f	5/1/2007	
2) 12B	5/1/2007	

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

N.A.

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

Yes

If yes, has the College applied for availing the autonomous status? No

9. *Is the college recognized*

a. by UGC as a College with Potential for Excellence (CPE)? No

b. for its performance by any other governmental agency? No

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

Location *:- Semi-Urban

Built up area in sq. mts.- 6559.0

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

11. *Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places)*

- seminar room with infrastructural facilities ✓
- Sports facilities
 - * play ground ✓
 - * swimming pool ×
 - * Gymnasium ×
 - * Hostel ×
 - * Boys' hostel ×
 - i. Number of hostels ii.
 - Number of inmates
 - iii. Facilities (mention available facilities)
 - * Girls' hostel ×
 - i. Number of hostels
 - ii. Number of inmates
 - iii. Facilities (mention available facilities)
 - * Working women's hostel ×
 - i) Number of inmates
 - ii. Facilities (mention available facilities)
- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise) ×
- Cafeteria — ✓
- Health centre – The College is affiliated to the “Student Health Home” established by the University of Calcutta with the main centre at Maulali. Students get medical facilities and specialised treatment from there.

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance: -First aid and sick room facilities are provided to all students, teaching and non-teaching staff as and when required.

Health centre staff – Doctor on call facility is available

- Facilities like banking, post office, book shops:-banking, cheap store, Xerox centre. Also all students are provided with Students' safety policy.
- Transport facilities to cater to the needs of students and staff:-Though the college has no direct transport facility, however there are some buses and autos depart from the Sarsuna College stand
- Animal house:- ×
- Biological waste disposal:-√
- Generator or other facility for management/regulation of electricity and voltage √
- Solid waste management facility-×
- Waste water management-×
- Water harvesting-×

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

SI. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student strength	No. of students admitted
1.	Under-Graduate	BIOCHEMISTRY	3years	50% in total	ENGLISH	37	25
		CHEMISTRY	3years	55% in total and 55% in Chemistry Or 60% in Chemistry	ENGLISH	42	41
		COMPUTER SC.	3years	50% in total and 45% in Computer Science or in both Physics and Maths	ENGLISH	37	33
		ECONOMICS	3years	55% in total and 55% in Economics. Or 60% in Economics Or 55% in total (for those who did not have Economics in 10+2 level)	ENGLISH	32	04
		GEOGRAPHY	3years	60% in total and 65% in Geography Or 70% in Geography	ENGLISH/B ENGALI	65	71

		MICROBIOLOGY	3years) 50% in total and 45% either in 1) Biology and Chemistry(both) Or 2) Biology and Physics (both) Or B) 55% in following 1) Biology and Chemistry (both) or 2) Biology and Physics (both)	ENGLISH	42	35
		ZOOLOGY	3years	50% in total and 45% in Biology Or 55% in Biology	ENGLISH	37	44
		BOTANY	3years	50% in total and 45% in Biology or related subject Or 55% in Biology or related subject	ENGLISH	32	36
		PHYSICS	3years	50% in total and 45% in Physics Or 55% in Physics	ENGLISH	22	28
		MATHS	3years	50% in total and 45% in Mathematics Or 55% in Mathematics	ENGLISH	17	13
		ACC & FINC	3years	50% in total and 50% marks in Accountancy / Mathematics Or 55% in Accountancy/ Mathematics	ENGLISH	167	124
		MARKETING	3years	50% in total and 50% marks in Accountancy Or 55% in Accountancy	ENGLISH	57	17
		BENGALI	3years	50% in total and 50% marks in Bengali Or 55% in Bengali	BENGALI	67	72
		ENGLISH	3years	60% in total and 55% marks in	ENGLISH	57	54

				English Or 65% in English.			
		HISTORY	3years	50% in total and 50% marks in History Or 55% marks in History Or 50% in total if History was not a subject in 10+2 examination.	ENGLISH/B ENGALI	57	52
		POLITICAL SC.	3years	50% in total and 45% marks in Political Science. Or 55% in Political Science Or 55% in total if Political Science was not a subject in 10+2 examination	ENGLISH/B ENGALI	57	54
		EDUCATION	3years	50% in total and 45% marks in Education / related subjects. Or 55% in Education / related subjects	ENGLISH/B ENGALI	42	44
		B.A. GEN	3years	Qualified in 10 + 2 level	ENGLISH/B ENGALI	-	620
		B.SC GEN	3years	Qualified in 10 + 2 level	ENGLISH/B ENGALI	-	125
		B.COM GEN	3years	Qualified in 10 + 2 level	ENGLISH/B ENGALI	-	269
2.	Post-Graduate	COMPUTER SC	2years	55% in Computer Sc.	ENGLISH	30	22
		GEOGRAPHY	2years	55% in Geography	ENGLISH	20	20

13. Does the college offer self-financed Programmes? No
14. New programmes introduced in the college during the last five years if any? Yes.
Number:- Post Graduation (2) and Distance education (11)
15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Department	UG	PG	Research
Science	BIOCHEMISTRY (HONS ADN GEN), BOTANY (HONS AND GEN), CHEMISTRY(HONS AND GEN), COMPUTER SCIENCE (HONS AND GENERAL), ECONOMICS (HONS AND GEN),	BIOCHEMISTRY (HONS ADN GEN), BOTANY (HONS AND GEN), CHEMISTRY(HONS AND GEN), COMPUTER SCIENCE (HONS AND GENERAL), ECONOMICS (HONS AND GEN),	COMPUTER SCIENCE, GEOGRAPHY	Nil

	ELECTRONICS (GEN), GEOGRAPHY (HONS AND GEN), MATHEMATICS(HONS AND GEN), MICROBIOLOGY (HONS AND GEN), PHYSICS (HONS AND GEN), STATISTICS (GEN), ZOOLOGY (HONS AND GEN)	ELECTRONICS (GEN), GEOGRAPHY (HONS AND GEN), MATHEMATICS(HONS AND GEN), MICROBIOLOGY (HONS AND GEN), PHYSICS (HONS AND GEN), STATISTICS (GEN), ZOOLOGY (HONS AND GEN)		
Arts	BENGALI (HONS AND GEN), EDUCATION (HONS AND GEN), ENGLISH (HONS AND GEN), FILM STUDIES (GENERAL), HISTORY (HONS AND GEN), POLITICAL SCIENCE (HONS AND GEN)	BENGALI (HONS AND GEN), EDUCATION (HONS AND GEN), ENGLISH (HONS AND GEN), FILM STUDIES (GENERAL), HISTORY (HONS AND GEN), POLITICAL SCIENCE (HONS AND GEN)		Nil
Commerce	ACCOUNTS AND FINANCE (HONS AND GEN), MARKETING (HONS AND GEN)	ACCOUNTS AND FINANCE (HONS AND GEN), MARKETING (HONS AND GEN)		Nil

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

- annual system-B.A.,B.Sc.,B.Com
- semester system:-M.Sc in Computer Sc, Geography
- trimester system:-Nil

17. Number of Programmes with

- Choice Based Credit System-0
- Inter/Multidisciplinary Approach-0
- Any other (specify and provide details)- 0

18. Does the college offer UG and/or PG programmes in Teacher Education? No

19. Does the college offer UG or PG programme in Physical Education? No

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

Positions	Teaching Faculty			Non-Teaching staff	Technical Staff
	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>		
	M – 0 F - 0	M – 1 F – 1	M – 12 F – 9	1. <u>Govt approved</u> M – 7 F – 1	1. <u>Govt approved</u> M – 3 F – 0
	Contractual Teacher 1. <u>Govt. approved:</u> M - 0 F – 2	Govt. approved Part-time teacher M – 20	Guest lecturer M – 14 F – 16	2. <u>college appointed</u> M-21 F-1	2. <u>College Appointed</u> M – 12

	2.College <u>Appointed:</u> M-2 F-2	F - 20			F - 1
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Sanctioned Posts

Teaching- 38
Non-Teaching – 24

Vacant Posts:
Teaching – 15
Non-Teaching - 13

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associated Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	0	0	0	1	5	4	10
M.Phil	0	0	0	0	1	1	02
P.G.	0	0	1	0	6	4	11
Temporary teachers(Guest Lecturer)							
Ph.D.					2	1	3
M.Phil					1	1	2
P.G.					11	14	25
Part-time teachers							
Ph.D.					05	03	08
M.Phil.					01	04	05
P.G.					13	14	27
Contractual teachers							
Ph.D.					0	3	03
M.Phil					0	0	00
P.G.					1	3	04

22. Number of Visiting Faculty /Guest Faculty engaged with the College.-30

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

Categories	Year 1		Year 2		Year 3		Year 4	
	M	F	M	F	M	F	M	F
SC	162	126	172	129	181	122	163	146
ST	0	3	5	5	2	7	2	2
OBC	0	0	0	0	5	1	14	3

General	580	364	741	445	679	509	853	568
Others	-	-	-	-	-	-	-	-

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

Type of students	UG	PG	M.Phil.	Ph.d	Total
Students from the same state where the college is located	1762	42	0	0	1804
Students from other states of India	0	0	0	0	0
NRI students	0	0	0	0	0
Foreign students	1	0	0	0	1
Total	1763	42	0	0	1805

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

UG :-12.42%

PG:-0

26. *Unit Cost of Education*

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

(a) including the salary component Rs. 10148.34

(b) excluding the salary component Rs. 3137.36

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

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

b. Name of the University which has granted such registration. Directorate of Distance Education(DDE), Vidyasagar University

c.Number of programmes offered: 11

M.A. (BEN, ENG, HIS, POL), M.Com., M.Sc.(PHY, CHEM, MATH, BOT, ZOO, GEO)

d. Programmes carry the recognition of the Distance Education Council: Yes

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

Subject	Ratio	
	Honours	General
Bengali	1:14	1:60
Education	1: 8	1:120

English	1:21	1:40
Film Study	N.A.	1:75
History	1:12	1:120
Political Sc.	1:8	1:120
Commerce	1:29	1:43
Bio-Chemistry	1:6	-
Botany	1: 5	1: 15
Chemistry	1:11	1:50
Computer Sc	1:5(UG) 1:7.5(PG)	N.A.
Economics	1:3	1:89
Mathematics	1:4	1:20
Microbiology	1:9	1:4
Electronics	N.A.	1:15
Geography	1:22(UG) 1:3(PG)	1:17
Physics	1: 8	1: 20
Statistics	N.A.	1:10
Zoology	1:13	1:20

29. *Is the college applying for Accreditation : Cycle 1*

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

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

Cycle 1: (dd/mm/yyyy) Accreditation Outcome/Result.....

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

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

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

- 31. *Number of working days during the last academic year.-223*
- 32. *Number of teaching days during the last academic year:-114*
(Teaching days means days on which lectures were engaged excluding the examination days)
- 33. *Date of establishment of Internal Quality Assurance Cell : N.A.*

(IQAC) IQAC (dd/mm/yyyy)

- 34. *Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.*
N.A.

AQAR (i) (dd/mm/yyyy)

AQAR (ii) (dd/mm/yyyy)

AQAR (iii) (dd/mm/yyyy) AQAR

(iv) (dd/mm/yyyy)

CRITERION I: CURRICULAR ASPECTS

Curriculum Planning and Implementation

Vision, Mission and communication methods

Sarsuna College was established in 1999 as an undergraduate institution affiliated to a reputed university (University of Calcutta) and the primary purpose was to provide the socially and economically backward populace of this semi-urban locality access to affordable standard higher education, the meritorious students opportunity and modern infrastructure to study new age subjects like microbiology and computer science within travelling distance and all students the wherewithal to be economically independent, ethically upright socially responsible citizens of the country. Since its inception, the college has followed a policy favouring transparent and open declaration of the college's aim, growth potential and dialogue between students, teachers, staff members, parents, local residents and members of the larger community is encouraged. The first is accomplished by annual publication of detailed report of student and college performance and future plans of development in the college prospectus, college magazine, close daily interaction between representatives of the elected students' Union and the institutional head, the teacher's council, the staff council and other constituted bodies. There are regular parents teachers meetings arranged by various departments and all stakeholders are invited to contribute to any dialogue related to the development and betterment of the College by the Governing Body of the College. All suggestions are considered democratically by the body and due weightage given to positive advice for betterment.

How the Curriculum is Implemented:

The College has a duly constituted body which devices and implements policies for curriculum implementation. This body; the academic sub-committee constituting of the head of

institution(ex-officio),the Teachers Council Secretary and all heads of departments, meet at the beginning of every academic session to finalise the academic calendar which is calibrated with the university academic schedule. The dates of college examinations, class and room allocation finalisation of the routine for all three years for the present academic session (tabled by the routine committee) are the decisions taken in the first academic sub-committee meeting of the session. Subsequently, the committee meets for general meetings atleast once every quarter to finalise evaluation criteria, selection criteria, attendance and promotion issues or any other academic agenda. The chief decisions of the meetings are discussed as agenda and ratified by the Teacher's Council in their General meeting and implemented. The individual departments discuss syllabus distribution (the college follows the university curricula) and classes are allocated keeping in mind the number of working days, college event calendar, availability and specialization of faculty and departmental routines are published, circulated among all stakeholders at the commencement of the academic year. Every quarter the academic sub-committee at its general meeting reviews academic progress as well as transacting other business.The university allocates 15/16 honours classes per year per subject and 5/6 general classes as well as compulsory language classes for English and Bengali departments. The UGC and the university requires every full time teacher to take a minimum of 22 classes and part time teachers 10 classes per session. These have to be adjusted to provide for the 64/72 classes for the working weeks available.

External Support to Faculty for Curriculum Improvement:

The university publishes academic curricula, schedule of university and college examinations, for minor or major curriculum reforms the university organises workshops which the college causes the relevant faculty members to attend. Full time teachers are regularly permitted by the college to attend

orientation and refresher courses at university academic staff colleges. Also, the college actively supports the organisation of collaborative UGC sponsored seminars, publish departmental journals which are actively syllabus oriented. Teachers encourage and accompany students to conferences, exhibitions, excursions (both compulsory and voluntary) lectures which would enhance their conceptual space and make better interpretation and innovation of academic practices possible. The teachers often take interdisciplinary classes within the college(English teachers teach political Science students and economics teachers regularly undertake modules for accountancy courses) faculty from Botany and Zoology undertake modules for the recently opened post graduate Geography dept, statistics faculty take Bio-Statistics classes in the departments of Zoology, Microbiology, Biochemistry and a number of lecture series' by eminent personalities have been arranged by various departments which are open to all students for the better understanding of general curricular aspects.

Effective Curriculum Delivery

The college takes the following steps to proactively encourage curriculum delivery and curriculum implementation recommended by the University of Calcutta:

The academic sub-committee monitors class allocation, class attendance and academic schedule maintenance. Problems arising from discrepancies between number of classes allocated and number of actual working days, non availability of faculty, non attendance of students which may result in non compliance in the matter of syllabus completion are dealt with as soon as they are brought before the committee by any stakeholder(head of Department, faculty, student body representative or any other).

The committee recommends and the department allocates special classes at the end of the academic session (including the period marked as study leave after selection examinations every year in the case of those departments which need to augment their teaching of the curriculum, need to give special assistance to academically weak candidates or extra encouragement to bright students.

The college actively supports curriculum oriented activities like film viewing, organising science exhibitions, excursions to sites of topical interest, seminar lecture competitions(for students) on topics related to the syllabus so that there is an enhancement of the academic horizon while adhering to the curriculum.

Interaction with External Beneficiaries:

The college has regular interfaces with its beneficiaries in the following trajectories:

The college is indirect and regular correspondence with the board of studies of departments present in the college, inspector of colleges, controller of examinations, and academic and administrative functionaries of the University of Calcutta on a daily basis not only to facilitate the smooth operation of the college but also to ensure that the two institutions are able to have a fruitful partnership each benefiting from the other's resources.

Many of the faculty of the college are engaged in active research either for academic enrichment (M.Phil, PhD, Post Doctoral)or engaged in various projects attached to research institutes and universities across the city and the state. There is interaction between these institutes and the college and resource sharing in terms of laboratory usage, library usage, senior faculty invitation for lectures and talks which is doubtless an invigorating sign of intellectual stimulation.

The college has successfully conducted campus interviews in the past few years and the industry(specially the IT sector) has shown encouraging interest in recruiting students from the college. Also the college has in the past organised seminars on career counselling and niche skill development at which important leaders of industry have spoken to and answered queries put by the students regarding the scopes and opportunities in various service sectors and interpreneurship goals.

College Faculty Contribution to University Curriculum Design:

There are no members of the faculty of this college who are members of the boards of study in the subjects taught under the purview of the university but the board invites feedback and organises workshops every time there is a proposal for any change in any portion of the syllabi and before attending any such workshop the College ensures that the attending teachers receive feedback from their respective departmental colleagues and students which can be conveyed at an opportune moment to the board. Also the faculty of the college maintains extremely cordial and close relationship with the respective university departments and there is constant exchange of ideas and feedback.

The college at present does not design or develop the curriculum for any subject but follows the curriculum design and execution directives of the affiliating university.

Method of analyzing effectiveness of Curriculum Implementation

An attempt is made by the college to assiduously adhere to and inculcate the objectives of curriculum implementation stated in the prospectus, website and verbally in orientations and convocations of the University following the recommendations made by NAAC by the following methods:

The college as stated in its prospectus tries to keep up with the fast paced changes in academia and socio economic needs of the contemporary world without making compromises with the unique traditions that it is committed to preserving. The laboratories have extremely

sophisticated, cutting age equipment which are maintained and calibrated where required regularly, the library offers e – resources, audio visual facilities for enhanced or digital aid to learning is available, there are an adequate number of computers (laptops and desktop),the office is automated and transparency of information sharing is ensured through the constantly updated college website. However, the college ensures that the students are grounded in discipline, regularity and courteous exchange of ideas in a conducive environment, that all national traditional and regional cultural festivals are ceremoniously celebrated and that all students and staff irrespective of class, caste and gender can at all times conduct their respective business in the college freely, fairly and safely. The college is committed to the promotion of equal opportunities, with no compromises and no exceptions.

Academic Flexibility

Twining/Dual Courses/Diplomas

The College does not offer diploma or certificate courses of study. The institution does not offer autonomous courses and /or courses which facilitate twinning/dual degrees since this college only offers courses in its affiliated capacity and this provision is not a part of the regular system of the University of Calcutta.

Academic Flexibility and Methodology of Implementation with Details:

The college is academically divided into three faculties; science, humanities (languages and social sciences) and commerce. The college offers 19 subjects as core options (honours and general). All details regarding subject options are a part of the college prospectus and college website The college does not yet offer any subject options (from among choices offered by the university) from the departments of Agricultural Science, Ancient History, ancient languages, any language literature options other than English,

Bengali,History,Languages,Linguistics,Museology,Philosophy,Sociology,South East Asia studies etc. Two new post graduation departments (Computer Science and Geography) affiliated to and following the curriculum of the Calcutta University have commenced from 2014-2015 details of which are available in a separate post graduate prospectus and is shortly to be uploaded to the college website. The college allows students to opt for elective options (three in the case of the three year general course students and two electives and one honours subject in the case of three year honours courses). Every student has the option of lateral movement i.e transferring from one elective option to another within the first three months of commencement of classes provided the options and combinations adhere to the clusters designated by the University curriculum setters(each of the three subjects should belong to separate clusters and two subjects from the same cluster cannot be opted for by a single undergraduate student). Also credit transfer or accumulation are not supported by the University evaluation norms therefore the college though agreeing in principle that this allows students greater opportunity for extending their intellectual scope and preparing them for diverse employability training , has not instituted this system in their own evaluation structure. However a kind of vertical mobility plan is already in place because the University allows students unsuccessful in elective subjects to sit for supplementary examinations and if successful, they are inducted in the promoted year, thus preventing the loss of an academic year for the students. This is also applicable in the case of unsuccessful candidates who apply for a re-examination of scripts and are thereby declared successful. To promote smooth transition and minimise loss of academic time, the college allows students (though without attendance credit) to attend classes in the higher year until they attain eligibility or otherwise. There is no system in place for vertical movement between courses. Again, the academic plan of each department is framed at the beginning of each academic year, and modules for the facilitation of dividing teaching time and teaching responsibility among faculty are fixed and maintained on the responsibility of the Head of respective departments. If there is any problem with time management, the head with permission from the head of the institution arranges for extra classes and manages module distribution for the optimum utilisation of academic time and the completion of

the entire syllabus. The curriculum for some subjects are divided formally by the university and for some the division is done by the college departments. The University has not yet commenced with the semester system. The students of all departments are encouraged (funds are provided for the same from the college budget) for the creation of syllabus oriented wall magazines, conducting of seminar lecture presentations, arranging for single day talks or lecture series', science exhibitions organised departmentally. Students are involved in the seminars (UGC sponsored or otherwise) organised by college departments and short slot presentations are encouraged. Students are encouraged and assisted to participate in subject based quizzes, panels and socially relevant debates and essay competitions organised by other HEIs, government agencies or NGOs. Students are inspired to participate in socially relevant voluntary activities like blood donation camps, thalassemia awareness camps and sapling plantation projects which the college firmly believes are very much an integral part of academic enrichment in a holistic manner.

Self Financed Courses:

The college does not offer self financed programmes though the college offers new age subjects like microbiology, biochemistry, computer science to students from socially and economically backward areas and believes that premium quality teaching and market worthy employability should be available to all on the basis of merit only. The college believes that affordable higher education (without quality compromises) for all without exceptions or prejudices should be attempted and that this is the aim of this institution.

Curriculum Enhancement

Curriculum framing, curriculum reformation and curriculum interpretation to ensure effectiveness:

The college being an affiliated institution, does not have the authority or necessary autonomy to frame its curriculum but certain efforts are constantly made to:

Prepare students for the needs both conventional and emerging needs in the job market. To this end, students are counselled about preparing themselves for all India competitive examinations personally in classes. The commerce department regularly take classes in which mock interviews and group discussions to prepare students for job interviews at various levels. The Compulsory English classes especially for commerce students train students in communicative English to make them job ready, and for the development of the personality; a very necessary aid to our underprivileged students who come from semi rural backgrounds and for whom lack of confidence and poor communicative skills in English is a deterrent to gaining employment even with the requisite skill set. Students are encouraged to attend career counselling workshops organised by the college and other agencies. Students are taught as a part of their language training (compulsory for all first year students) the methodology of CV writing and the best formats for application writing for jobs. Thus providing soft skills to our students is one method of ensuring that they are not at a disadvantage among students from privileged backgrounds in the job market.

The curriculum is taught in the social science and language departments with the view to creating student skills in written and spoken communication and in collating, analyzing and interpreting data, through theoretical or field work (for example the History department regularly arranges field trips to historical and archeological digs in West Bengal. The Education Department and the English department arranges trips to the Indian Museum, The Victoria Memorial Museum). The Science departments organise exhibitions (for example, the Chemistry Department organised an exhibition on Chrystallography) and industrial tours to Chembiotech (a chemical company)organised by the Chemistry Department. The Commerce department tries to ensure that the student through their compulsory projects do original

research in the areas of corporate taxes, the share market etc in the course of which the students are guided by the faculty to interact with industry personnel and gain valuable experience in field. These are methods of enlarging, enriching and expanding upon the curriculum within the academic framework to enhance learning, create interest, inspire desire for further research among students while adhering to the set curricular frame and preparing students for university evaluation processes leading to the gaining of a viable degree.

The college has provisions for the teaching and project report presentation required compulsorily by the University in environmental science. Also the NSS of which the college has undertaken membership conducts programmes such as college and surroundings cleanliness and beautification drive. The college organises awareness programmes on the benefits of blood donation, awareness about blood group matching before marriage and psychological guidance and counselling workshops to increase awareness about gender equations, awareness of environment and community issues. Since the college is geographically located in a residential area (satellite township), and draws a large section of its students from the locality and surrounding semi-urban residential areas, there is a close connection and frequent interaction between the residents living within the immediate vicinity and the students which is mutually beneficial in increasing community awareness. The college has an active disciplinary committee and a grievance cell which also looks into issues or allegations of sexual harassment, gender prejudice, allegations of discrimination and other such offences. Though the existence of committees is a measure for safety, and containment; they also serve in enforcing awareness and inculcates the values and benefits of conducting oneself as a law abiding, socially responsible member of the regional, national and global community.

The college takes extremely seriously the responsibility of inculcating habits of free, fair and rational decision making and communal responsibility sharing in its students through learning to make ethically viable choices for the welfare of the community. Since the college is a

community in a microcosm, the responsibility of electing and conducting a student's union, by, of and for the students is a test for the students in training themselves in the public arena. The college feels that these extracurricular activities along with cultural and academic enrichment programmes enhance the curriculum and encourages character and personality building so as to make students viable, employable, responsible and caring citizens ; a credit to their families, institutions and their community.

The enrichment drives are often aimed at and includes as commentators and observers, external members of the community; parents, local residents, small businesses directly dependent on the college who are invited to participate in cleanliness drives around the campus, tree plantation drives to name but two. Direct feedback in the form of face to face communication is encouraged to gauge feedback about the enrichment efforts and needs for improvement. Naturally our efforts are not sufficient to the needs of our community and we often achieve much less than we aim for but with sincerity and the help and good wishes of the diverse local community of which the college is a part, no dream is too big for us to achieve.

Feedback System

Collecting Feedback from Stakeholders for Curriculum Improvement and Contributing to the University Curriculum Formation Process by Implementing the Same and Evidence Thereof in College Courses:

The faculty of each department and often the head of the institution is invited to take part in discussions, panels and workshops regarding curriculum reform. The college has unfortunately, no formal method for recording student feedback on proposed or instituted curricular reforms. However, the college ensures that the teachers who represent the department at curricular reform or implementation meetings are sufficiently briefed and are prepared with suggestions

pertaining to the specific needs, benefits or preferences of their students and make the opinions of the college or department known.

The college has introduced on the basis of increasing demand Honours options in Mathematics, Botany and Physics (the elective options were already available) and the study of Elective Statistics. Also, two Post Graduate departments (Geography and Computer Science) in the regular course affiliated to the University of Calcutta and ten distance Post Graduate courses (in all three faculties) affiliated to the University of Bidyasagar have commenced operations in the session 2014-2015. All subjects were introduced after demand for them were strong enough for the governing body to acknowledge them and after due deliberation permission for affiliation and/or introduction were sought and obtained after inspection for each by relevant authorities returned favourable reports about the available infrastructure (details given in relevant sections) and assurance of funding for improvements (now completed) proved satisfactory.

CRITERION II: TEACHING – LEARNING AND EVALUATION

Admission Procedure: Procedural Transparency, Efficiency and Comparability with similar HEIs

The college has a structured admission procedure in place which is both transparent and efficient. The admission criteria (cut off percentages for form collection) in every subject is advertised in flex banners at all local vantage points within the radius of the college. It is also uploaded in the college website. There is a students' help desk outside the college maintained by the Student's Union to answer queries at the time of form collection. The forms are distributed after inspection of marksheets and counselling by teachers from relevant faculties. All available subject combinations and other relevant data is available in the very detailed college prospectus, a document which is scrupulously updated and reedited every year. The prospectus is available at the time of form collection or form submission. The form can also be downloaded online. The process for online submission is complete and awaits permission from relevant authorities to be functional. On submission, the data is collated according to the weightage system decided on by the admission sub-committee (total marks + subject or related subject marks x 2 = grand total). There is no provision for intake of students through a common entrance test since the University of Calcutta makes no such provision. The data of individual students is digitally entered and tabulated and a merit list drawn according to the number of sanctioned seats per department. The scrutiny of merit list forms for cross checking purposes is undertaken by each department and on designated dates, the selected candidates appear for

counselling at appointed hours (faculty wise, department wise). After successful counselling, the candidates are given provisional admission slips and the designated time of admission is mentioned in it. The office completes admission formalities (department wise) on the designated dates. The hard copies of the merit lists are published on a giant notice board erected for the purpose of admission immediately outside the Campus wall and the soft copies have been uploaded since the 2011-2012 session (2011-2012, 2012-2013 sessions in the centralised college merit listings uploaded through the efforts of the Ministry of Higher Education Government of West Bengal and in and from 2013-2014 onwards on the college website). The admission process is handled by the college office through a fully automated process. The admission criteria for Sarsuna College is as below (2014-2015):

ELIGIBILITY CRITERIA FOR ADMISSION TO 1ST YEAR HONOURS CLASS (2014-15)

HONOURS SUBJECT	SUBJECT COMBINATION	SUBJECT/S NEEDED TO PASS IN LAST EXAM TO APPLY FOR A HONS.	MINIMUM CUT-OFF MARKS NEEDED BY GENERAL CANDIDATES TO APPLY FOR A HONS.*
Botany	Chemistry, Zoology	Must pass in Chemistry and Biology / Biotechnology in last exam. Biotechnology should be treated as related subject.	50% in total and 45% in Biology or related subject Or 55% in Biology or related subject
Botany	Zoology, Microbiology	Must pass in Biology / Biotechnology in last exam. Biotechnology should be treated as related subject.	..
Biochemistry	Botany, Physics	Must have passed Physics, Chemistry, Biology / Bio-technology and Maths in last Examination.	50% in total
Biochemistry	Zoology, Mathematics	Must have passed Physics, Chemistry, Biology / Bio-technology and Maths in last Examination.	..
Biochemistry	Zoology, Botany	Must have passed Physics, Chemistry, Biology / Bio-technology and Maths in last Examination.	..
Chemistry	Physics, Mathematics	Must have passed Physics, Chemistry and Maths in last Examination.	55% in total and 55% in Chemistry Or 60% in Chemistry

Chemistry	Electronics, Mathematics	Must have passed Physics, Chemistry and Maths in last Examination.	”
Computer Science	Electronics, Mathematics	Must have passed Computer Applications/ Computer Science/Physics, and Maths in last Examination.	50% in total and 45% in Computer Science or in both Physics and Maths
Computer Science	Physics, Mathematics	Must have passed Computer Applications/ Computer Science/Physics, and Maths in last Examination.	”
Economics	Statistics, Mathematics	Must have passed Mathematics in last Examination.	55% in total and 55% in Economics. Or 60% in Economics Or 55% in total (for those who did not have Economics in 10+2 level)
Economics	Political Science, Mathematics	Must have passed Mathematics in last Examination.	”
Geography	Economics, Statistics	Must have passed Geography, Statistics or Mathematics in last Examination.	60% in total and 65% in Geography Or 70% in Geography ADMISSION TEST ON 18.6.14
Geography	Economics, Political Science	Must have passed Geography in last Examination.	”
Geography	Economics, Bengali	Must have passed Geography in last Examination.	”
Mathematics	Chemistry, Physics	Must have passed in Maths, Physics and Chemistry in last Examination.	50% in total and 45% in Mathematics Or 55% in Mathematics

Mathematics	Statistics, Physics	Must have passed in Math and Physics in last Examination.	..
Mathematics	Computer Science, Physics	Must have passed in Maths and Physics in last Examination.	..
Microbiology	Chemistry, Zoology	Must have passed in Physics , Chemistry, Maths and Biology in last Examination.	A) 50% in total and 45% either in 1) Biology and Chemistry(both) Or 2) Biology and Physics (both) Or B) 55% in following 1) Biology and Chemistry (both) or 2) Biology and Physics (both)
Microbiology	Chemistry, Botany	Must have passed in Physics , Chemistry, Maths and Biology in last Examination.	..
Physics	Chemistry, Mathematics	Must have passed in Maths, Physics and Chemistry in last Examination.	50% in total and 45% in Physics Or 55% in Physics
Physics	Computer Science, Mathematics	Must have passed in Maths and Physics in last Examination.	..
Zoology	Chemistry, Botany	Must have passed Chemistry, Biology / Bio-technology in last Examination	50% in total and 45% in Biology Or 55% in Biology

Zoology	Botany, Microbiology	Must have passed Chemistry, Biology / Bio- technology in last Examination	”
Accounting & Finance		Must pass Mathematics / Statistics / Economics for the Science stream candidates.	50% in total and 50% marks in Accountancy / Mathematics Or 55% in Accountancy/ Mathematics
Marketing		Must pass in B.O. or Management in last examination. Must pass Mathematics / Statistics / Economics for the Science stream candidates.	50% in total and 50% marks in Accountancy Or 55% in Accountancy
Bengali	Education, History		50% in total and 50% marks in Bengali Or 55% in Bengali.
Bengali	Film Studies, English		”
Bengali	Education, English		”
Bengali	Film Studies, History		”
History	Political Science, Economics		50% in total and 50% marks in History Or 55% marks in History Or 50% in total if History was not a subject in 10+2 examination.
History	Political Science, Education		”
History	Political Science, Film Studies		”

English	Economics, Political Science		60% in total and 55% marks in English Or 65% in English.
English	Education, Political Science		”
English	Film Studies, Political Science		”
Political Science	History, Economics		50% in total and 45% marks in Political Science. Or 55% in Political Science Or 55% in total if Political Science was not a subject in 10+2 examination.
Political Science	History, Education		”
Political Science	History, Film Studies		”
Education	English, Bengali	Related subjects are Political Science, Maths, Philosophy,Sociology, History, Economics	50% in total and 45% marks in Education / related subjects. Or 55% in Education / related subjects
Education	English, Political Science	Related subjects are Political Science, Maths, Philosophy,Sociology, History, Economics	”
Education	History, Political Science	Related subjects are Political Science, Maths, Philosophy,Sociology, History, Economics	”
Education	History, Bengali	Related subjects are Political Science, Maths, Philosophy,Sociology, History, Economics	”

***CUT-OFF MARKS FOR SC/ST/OBC/PC Relaxation of Cut-off Marks for SC/ST/OBC/PC candidate as per University rules and practices.**

- **All candidates seeking admission in Science Honours subjects must secure 24 in theory and 06 in practical (in all lab based subjects in the last examination).**

The college usually creates merit lists on the basis of marks obtained in the last examination passed which for undergraduate courses is the 10+2 Board examination except in the cases of the department of Geography from the 2011 session onwards and for the case of English 2011 and 2012 later discontinued, where admission tests were conducted and the merit list created by the summation of the GT with admission test results (taken on 100). In intradepartmental comparative analysis for the two years(2013-2014, 2014-2015) it is seen that, while the departments of Chemistry, Economics, Geography, Bengali, History and English there is a tendency to consistently raise the eligibility criteria for subject marks and total above the university minimum requirement while in the case of the Commerce Departments the criteria was raised above the minimum in the last year and in the case of Zoology while in their first year of intake the criteria was increased above the minimum , it was decreased to the minimum requirement in 2014. The Department of English commenced with and then discontinued admission tests as it was perceived that no significant qualitative difference was occasioned by the exercise as evaluation of quality of linguistic proficiency (the reason for taking admission tests) did not lead to better quality intake. Thus it is seen that in the case of fluctuation of eligibility criteria the overwhelming concern is demand for seats in the college. It is a concern for the college which is geographically located in a residential semi urban locality where the demographic majority is economically backward. The western hinterland is an industrial belt along the Hoogly where the demographic majority belong to the minority communities. These are the areas from which the majority of the students of the college come. Many among them are first generation learners. Thus there is a wide diversity in terms of socio-economic background, gender, culture and religion and in order to maintain this diversity and encourage the disadvantaged to profit from the facilities available, the college adjusts the admission criteria accordingly.

On comparative analysis between the eligibility criteria of Sarsuna College vis-a vis Vivekananda College for Women, Vivekananda College Thakurpukur, Maheshtala College, Budge Budge College(geographically the colleges nearest to Sarsuna College bearing similar profiles) it is observed that except for Vivekananda College for Women where in the last two sessions several departments like English, Geography and several science departments, the eligibility criteria was raised above the minimum all the other mentioned college retained the minimum eligibility criteria. The area is densely populated and the demand for quality higher learning consequently high. Sarsuna College in its intake policy attempts to maintain a balance between quality control and social responsibility for community upliftment.

Student Profile Analysis at the time of Admission and Effective Use of the same

The admission form collates data about the economic background(BPL/non BPL), educational background(first generation learner),caste, race, nationality etc. This data is available for

analysis to understand the diversity quotient of the college and if it is felt that the profile of students is skewed or there is a discrepancy between requirement and intake, the eligibility criteria or method of intake(admission test to be taken or not)may be reformed accordingly in the following session as shown above.

Commitment to maintenance of Diversity in Student Profile

The college maintains the reservation quota for admission of SC/ST, designated by the Govt of India, the UGC and CU (SC- 22% ST,6%,OBC-17%) and as per Govt Order No.846-SE(P&Y)Dtd-12.8.98,3% reservation for disabled persons, all of which is subject to proper production of documentation as recommended. All these details are clearly stated in the college prospectus and in the college website. There are no minority or gender reservations but strict vigilance is kept on the admission process so that discrimination on the ground of gender or religion cannot exclude eligible candidates from admission.

Student Demand Ratio:

Number of enrolled / number of applications

Programmes	Enrolled/Application				Ratio			
	2011	2012	2013	2014	2011	2012	2013	2014
Commerce	143/ 395	197/577	179/432	142/388	0.36:1	0.34:1	0.41:1	0.37:1
B.Com(G)	181/Due	179/434	226/443	269/295	-	0.41:1	0.51:1	0.91:1
B.A.(G)	454/-	578/-	600/1042	620/827	-	-	0.58:1	0.75:1
B.Sc(G)	138/258	150/241	94/250	125/280	0.53:1	0.62:1	0.38:1	0.45:1
Bengali	59/102	54/218	58/228	72/223	0.58:1	0.25:1	0.25:1	0.32:1
Biochemistry	12/84	11/61	14/83	25/54	0.15:1	0.18:1	0.17:1	0.47:1
Botany	-	13/106	19/86	36/98	-	0.12:1	0.22:1	0.37:1
Chemistry	12/111	11/105	14/178	25/139	0.11:1	0.10:1	0.08:1	0.18:1
Education	19/93	34/154	25/177	44/185	0.20:1	0.22:1	0.14:1	0.23:1
Economics	4/10	4/10	5/21	4/13	0.40:1	0.40:1	0.23:1	0.30:1
English	31/134	35/151	50/175	54/139	0.23:1	0.23:1	0.29:1	0.39:1
Geography	56/412	60/337	59/313	71/284	0.14:1	0.18:1	0.19:1	0.25:1
History	30/224	44/188	43/148	52/198	0.13:1	0.23:1	0.29:1	0.26:1
Mathematics	-	10/31	13/74	13/58	-	0.32:1	0.18:1	0.22:1
Microbiology	25/132	28/103	22/133	38/98	0.19:1	0.27:1	0.16:1	0.39:1
Physics	-	12/96	15/79	28/117	-	0.13:1	0.19	0.24:1

Political Sc.	23/105	41/177	21/105	54/117	0.22:1	0.23:1	0.20:1	0.46:1
Zoology	33/191	33/123	23/120	44/100	0.17:1	0.27:1	0.20:1	0.44:1
Computer Sc.	17/46	14/48	21/86	33/83	0.39:1	0.29:1	0.24:1	0.39:1

Analysis and ratio: It is observed that for most programmes in most years, the ratio varies between 1:2 and 1:3 sometimes going upto as much as 1:5 or even in exceptional circumstances upto 1:10. In the absence in some cases of some data a more exact figure cannot be arrived at.

Differently Abled Students

The college strictly follows the Government norms regarding admission of SC/ST, OBC students according to the quota regulations recommended by the relevant authorities. There is no conversion of seats from reserved to general categories and the admission criteria recommended by the government for enrolling reserved category candidates is strictly followed. Also the quota recommended for the differently abled(physically challenged only as the college does not have the necessary infrastructure to cater to mentally challenged individuals) is maintained and the college maintains facilities like an elevator to facilitate movement of individuals with mobility problems. As per university directive, students with motor difficulties and visual/auditory/speech difficulties are given extra time, extra coaching to allow them equal opportunity. However there is no Braille facility in the college.

Assessment before Admission

The college takes admission test in Geography to assess preparedness of applicants. The test is advertised in the admission notices and taken by the department. It assesses students on the basis of their last examination syllabi. The marks awarded are summed with the GT arrived at by computation on the basis of previous examination(details given above).The merit list is prepared on the basis of equal weightage to previously scored marks and admission test results.

Bridge or Remedial Courses

There is no provision for remedial/bridge coaching but the departments identify students with specific lacunae (i.e linguistic inability in the case of English students, conceptual difficulties in the case of pure science students) by the end of the first half of the first year(i.e after the mid term examinations) and then extra classes and assignments are allotted to these students to enable them to stay on par with the rest.

Sensitization to Socio-environmental Issues

The college prospectus and the college website makes the social commitment of the college to equal opportunity, economic and social upliftment and environmental preservation very clear. Also the college is affiliated to the NSS and they undertake a number of projects (details given in relevant portion of SSR)toward sensitization.

Advanced Learners

The departments identify students with potential to excel and these are encouraged to avail of physical and digital resources of the library and laboratories, are sent to participate in conferences to increase exposure and encouraged to make creative endeavours to expand their horizons. To this end, each department has provisions for maintaining a certain number of advanced texts as seminar libraries especially for the use of advanced learners.

Drop out Risk Assessment

The college conducts mid-term examinations. Some departments conduct unit assignments. On the basis of performance until mid term, the departments conduct interfaces with parents, guardians of students and try to identify problem areas: academic, social or economic. The vulnerable sections often come from disadvantaged backgrounds and/or (are) first generation learners. The departments with the help of the college authorities try to identify the potential drop outs and try to strike a balance between counselling students and guardians while respecting their self respect and need for independence. The student's welfare fund is used to help retain economically vulnerable students.

Teaching-Learning Process

Organization of Academic Plan

The college academic sub-committee devices an academic plan at the beginning of every academic session. The individual departments on the basis of this plan, formulates a syllabus plan; textwise/topic wise/ module wise as applicable. This is disseminated to the students along with the routine via the notice board and hard copies. The classes are taught using a combination of conventional lectures, project and field work based learning, using audio – visual mechanisms, soft copies of learning materials are disseminated in departments (like English) which have created a departmental email i.d for this purpose. The college conducts two examinations (departments often have additional evaluative methods like tutorials and assignments): Mid-term Examination and Selection Examination. The results are collected and collated by the Result Sub-Committee and duly published on the notice boards. Soft copies are maintained by the same Committee while the exam is centrally conducted by the Internal Exam Committee. The departments make the scripts available for inspection by students and their parents and parents teachers meeting results in counselling and formation of strategies for improvement of performance. Often students and guardians sign an undertaking pledging better effort in the University finals. These are methods of exerting moral influence for improving performance. The evaluation process is structured, transparent and efficient in time management.

Contribution of the IQAC

The IQAC is newly formed and have already, by inspecting particulars of teaching and nonteaching performance (in the former case, CAS regulations make this inspection mandatory) made suggestions about maintenance of records on teaching duties, leave restrictions, duties outside teaching like evaluation duties etc.. The IQAC is helping to structures the academic process for maximum utilization of resources.

Student Centric Learning

The college encourages the use of a combination of conventional lecture methods and independent learning incentivization. To that end, assignments in the form of minor projects, seminar lectures, tutorial method of supplementary teaching is encouraged. The central library has adequate student seating, the UGC sponsored network resource centre, other ICT enabled teaching methods are adopted like the use of DTU, LCD Projectors in several laboratories and model classes. E classrooms have not yet been introduced but have been proposed as the infrastructure is present already in atleast two departments (Commerce and Geography)

Nurturing Creative, Analytic and Innovative Thinking in Students

The institution has a large number of well equipped laboratories, and through a combination of grants from the UGC and other sources such as the MP LAD scheme have managed to acquire an impressive array of equipment (details provided in individual departmental profile reports and in Section 3 of the SSR.) Also the ICT facilities are varied and numerous. Not only is the college fully WiFi enabled, each department has and uses at least one PC and one netbook for classroom teaching. There are more than three LCD projectors in the college, a network resource Centre (part of UGC grant). The library is a repository of more than 12000 books and efforts are on to digitise the catalogue and through the facility of INFLIBNET the college students and teachers will soon secure the services of a large number of digital academic journals. These are the methods through which by the providing of necessary infrastructure and observing enthusiastic researchers (a majority of teachers are research fellows or involved in projects; details given in Criterion 3 of SSR), who lead from the front, the college is committed to the production of a student body who will be enthused to pursue higher academics in innovative ways.

Enriched Academic Inputs

More than 5 departments in the college have organised UGC sponsored state level or National Level Seminars, students and naturally teachers regularly attend and present papers at National and International conferences across India and publish regularly (details available in individual departmental SSRs and in Section 3 of the college SSR). The college arranges talks and lecture series by eminent persons. These are some methods by which the college is attempting to inspire intellectual enthusiasm in its students.

Academic and Psycho-social Guidance and Support

All attempts towards the guidance of students whether academic or psycho-social are made informally on a case to case basis based on personal acquaintance with students involved and involving stakeholder participation. There is yet no formal mechanism in place though there is a grievance redressal cell, guidance and counselling is done through the establishment of personal rapport. Though in the pipeline, the proposal for professional psychological mentoring has not yet materialised.

Innovative Teaching and Teaching Tools

The faculty of different departments take up varied methods but the common innovations used are:

Organising seminar lecture competition among students every year.

Every department publishes a wall magazine highlighting concepts from individual disciplines.

Setting assignments designed as small research projects to encourage the learning of methodological approaches to research. (Education, Commerce)

Excursions to relevant sites as field visit even when not compulsory.(History)

Industry laboratory visits.(Chemistry)

Augmenting textual with audio visual inputs as in film viewing(English, Bengali, History)

These are the common endeavours but there are others. Teachers in this college firmly believe that to prevent staleness is to encourage energy and innovation.

Library resources

Library Resources are used to augment teaching learning process in our college library as follows:-

- 1) Through reference services: In this Library service both teachers and student are directed to get their right required information at right time in its right format.
- 2) Through Bibliographical Services: Classification and cataloguing process help to locate the library resources properly so that it save the time of users. In our library all resources are classified and catalogued. In future users could be access online public access catalogue from (OPAC) service from their home through internet.
- 3) Orientation Programme: Through student orientation programme usage of Library resources can be increased which help teaching learning process a lot. In Orientation programme students could learn how to use manual & online catalogue and how easily search online database collection and thus they can explore available Library resources.
- 4) Current awareness services: At present placement or job opportunity also a part of teaching-learning process. Library could be provide different competitive examination books and magazines which help our students in their success and another significant awareness service is to provide current employment news and job opportunity through display newspaper cutting in library notice board and provide job links through college website.

Syllabus Completion and Challenges.

The institution (all departments therein) face the common problem of syllabus incompleteness.

This is partly due to:

Loss of teaching time due to examinations, cocurricular and extra curricular activities. Non attendance of students and poor class attendance leading to disruption of lesson plans Loss of resources through resignation of temporary teaching staff and delay in completing process of reappointment of replacement.

There is a constant attempt to readjust the academic routine, assign and take extra classes in study breaks take on additional class duties by the permanent staff to complete the syllabus in time for the examinations. It is a very challenging task.

Institutional Evaluation of Teaching Learning

The institution takes constant feedback from all stakeholders in the teaching learning process through various channels:

Students are encouraged to approach the Departmental Head, the Institutional Head. The Academic Committee or through the Governing Body Students representative, the GB itself to make feedback reports and evaluate or offer comments on academic processes.

Teachers can make feedback reports through the Academic Sub Committee, the Head of Institution and teachers' representatives in the Governing body. The IQAC AND THE Teachers Council also collect, collate and analyze information.

Parents and Guardians are encouraged during parent teacher meetings and at any time to seek interview with the head of institution to provide their feedback.

All feedback is given due weightage and discussed according to degree in the appropriate forum.

Teacher Quality

Highest qualification	Professor		Associated Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.	0	0	0	1	5	4	10
M.Phil	0	0	0	0	1	1	02
P.G.	0	0	1	0	6	4	11
Temporary teachers(Guest Lecturer)							
Ph.D.					2	1	3
M.Phil					1	1	2
P.G.					11	14	25
Part-time teachers							
Ph.D.					05	03	08
M.Phil.					01	04	05
P.G.					13	14	27
Contractual teachers							
Ph.D.					0	3	03
M.Phil					0	0	00
P.G.					1	3	04

The College is making efforts to upgrade itself with the introduction of modern branches of biology such as biotechnology and bioinformatics in the syllabus. A number of books have been added to our library on these subjects and more are being purchased. Some equipment have been procured which include a refrigerated ultracentrifuge, autoclaves, laminar air flow cabinets, B.O.D incubators, digital spectrophotometer, light microscope with photographic attachment, -20°C freezer etc. A tissue culture facility is in the anvil. We are making efforts to procure funds to purchase some sophisticated instruments like a lyophilizer, sonicator, carbondioxide incubator etc. One senior faculty member has earned a post-graduate diploma in bioinformatics and received training in workshops on nanomedicine and chromatography. Three faculty members were sent by the College to be trained in a workshop on Application of flow cytometry, cell sorting and imaging in biological research at the Centre for Research in Nanoscience and Nanotechnology, University of Calcutta. Some free bioinformatics databases are accessed and free softwares are downloaded from the internet as and when required.

Academic Staff Development Programmes Number of faculty nominated

All full time faculty (23) have attended atleast one refresher and one Orientation and some have attended two refreshers or one refresher and one summer/ winter school.

The college has not yet organised any faculty development exercise yet nor have any faculty from the college been invited as resource person yet, to faculty enrichment programmes.

Evaluation Reforms

The college follows University reforms like preparing students who are unsuccessful in an elective subject in a year to sit for supplementary examinations so as to prevent year loss. Also the college prepares Honours students who have been granted Honours without the requisite percentage on the understanding that the backlog will be cleared in the following examination. All reforms in the form of project preparation as a part of internal marking is assiduously and scrupulously followed in the case of the Sciences, Environmental Science and Commerce subjects.

Formative and Summative Assessments and Weightages

The formative assessment is made during the Mid Term Examination evaluation. If required the student is counselled to take extra classes or to change an elective subject to another which will help him/her score better (elective English may be replaced by History if language is a problem for example). This helps in ascertaining that the final evaluation and the summation of both is an effective an error free as well as just evaluation of the student. Also student potential can be summatively judged if gradual progress in academic terms is seen together with other attributes like extra curricular achievements (a state level table tennis player can be given certain relaxations in academic evaluation in view of her sport potential, the same applies for a part

time television actor) and attendance as well as discipline. Also, the evaluation process is extremely transparent as script showing is mandatory in most departments and relaxations if any from the announced norms is done within a stated frame decided on by the Academic Sub Committee. There is no scope for individual discretion in evaluation process as the decisions, scripts, results are all in the public domain.

Graduate Attributes

The graduate attributes are specified in the prospectus. The website of the college and the University state that as HEIs they feel duty bound and committed to the creation of socially responsible, morally just and balanced, economically viable and productive members of the community. The college believes that by encouraging diversity among students, creating a challenging, invigorating and exciting intellectual atmosphere encouraging healthy competition these goals may be approached if not achieved. The college learns by making mistakes but by never giving up on its vision.

Grievance Redressal in Evaluation

The university allows re-examination of scripts on demand or if production in court for self examination by examinee on application under the RTI Act. If marks are found to be changed(or even unchanged) in the case of re-examination, new marksheets are issued. In the case of the college, examinees are always shown examined scripts, allowed to clear doubts about evaluation and if complaint is found valid, changes in marking are duly made and noted in the published result.

Student performance and Learning Outcomes

Stated Learning Outcomes

The college announces examination promotion criteria(which is the same as the University) and Honours retention criteria in the prospectus and in the website. The same is reiterated in class. The selection criteria for Test Examination is similarly announced. If the College Academic Sub Committee makes an exception or relaxation it is announced after the Promotion Criteria meetings by the individual departments.

Course Wise Evaluation Analysis(four years)

Number of students who passed as compared to number who appeared:

Department	2011	2012	2013	2014
Commerce	65/67	83/91	46/46	-
B.Com(G)	91/133	22/86	-	-
B.A.(G)	156/232	66/205	79/236	119/336
B.Sc(G)	37/58	23/48	46/88	36/86
Bengali	43/48	38/39	40/44	36/47
Biochemistry	13/13	3/7	8/10	7/9
Chemistry	9/9	1/3	11/11	11/12
Education	17/19	14/20	22/27	7/11
Economics	2/2	3/3	2/2	1/1
English	25/25	13/19	17/18	10/10
Geography	33/34	23/24	34/34	45/45
History	30/34	19/29	24/31	23/26
Microbiology	19/22	12/12	14/16	14/14
Political Sc.	25/25	29/37	25/26	17/17
Zoology	N.A.	11/13	16/19	29/30
Computer Sc.	12/12	12/14	11/13	5/11

Analysis: The findings are that the results are more or less consistent with a few variants in particular years which since the general trend is constant may be taken as aberrations. Also, the Honours results are expectedly better. The real challenge for the college is not the academic results of those who take the finals but retaining the drop outs and ensuring that all students who are admitted are retained until they gain their degrees.

Learning Outcome and Analysis

The institution assigns a result committee whose task it is to collect, collate and publish the

results of Mid Term and Selection Examinations. This data is stored digitally and data through the session is departmentally and generally discussed in the final Academic Sub-Committee meeting to decide strategies of evaluation and selection criteria, attendance criteria, changes if required in teaching pattern, necessity of counselling or extra classes. The aim always is to use self assessment to identify loopholes in student instruction and strategising as to how it can be overcome in the next session.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3. Promotion of Research

Recognized Research Centres at College

Nil

Research Committee at College

Nil

The measures taken by the institution to facilitate smooth progress and implementation of

research schemes/ projects

The college provides complete autonomy to the principal researcher regarding his/her research work. It also offers infrastructural services as much possible within the college. The researcher is allowed to use the college resources in terms of library, laboratory and e-resources if required by the investigator. The college also looks into the easy and speedy disbursement of funds when sent by the funding authorities. The college facilitate timely auditing and submission of utilization certificate to the funding authorities: College provides necessary support to the researcher in terms of preparing the utilization certificate and submitting it to the funding authorities.

The efforts made by the institution in developing scientific temper and research culture and aptitude among students

a) All the departments of the college encourage the students to attend/ participate in various seminars and workshops organised within the college and elsewhere from where the students can gain knowledge regarding latest research and developmental work done in the respective fields.

b) Departments like Education and History have often organised educational excursions, going beyond the prescribed curriculum activities of the Undergraduate courses of the University of Calcutta.

c) Voluntary projects are also often undertaken by departments to inculcate scientific temperament among the students.

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

Guiding student research: Presently two of our faculty members are involved in guiding research scholars registered under

Leading Research Projects/ engaged in collaborative research activities: Currently two Assistant Professors of Education (Dr. Pintu Kumar Maji) and Geography (Smt. Prashasti Bhattacharya) departments are engaged in Minor Research Projects and One Assistant Professor of the department of Bengali, Dr. Tanmay Bir has been sanctioned a Major Research Project under UGC.

An exhaustive list of minor research projects undertaken by the faculty members in the recent

years is given later.

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

Workshops/ training programmes/sensitization programmes particularly with focus on capacity building in terms of research have not been conducted by the institute. However, the college has organized various departmental seminars at state and national levels funded by the UGC or self financed to generate interest in the respective areas.

Details of prioritised research areas and the expertise available with the institution.

The GIS laboratory set up by the department of Geography is proposed to be developed as a prioritized research area.

Efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students

Lecture series or One-day talks are organised from time to time by various departments where eminent personalities are invited to interact with the students. The institution encourages such programmes and if required grants financial aids as much as permitted by the budget at that particular time. The college also tries to create and maintain environment congenial to conducting such lectures and interactions.

Some of such organised activities are listed here as examples:

- Bengali department has organized in 2014 a lecture on Bengali Literature from Bangladesh by Dr. Prakash Dasgupta, Lecturer, University of Chittagong
- Department of Biochemistry has organized a one day talk on Environmental toxicity by Dr. Aditi Nag Choudhury, Associate Professor, Lady Brabourn College.
- Department of English organized lecture by Dr. Srimati Mukherjee, Basanti Devi college, Associate Prof, delivered a lecture on Feminist Readings of the Indian English Literature.

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

campus

No sabbatical leave has been utilized by any of the faculties of this college.

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

Nil

3.2 Resource Mobilization for Research

Percentage of the total budget is earmarked for research with details of major heads of expenditure, financial allocation and actual utilization.

Research work undertaken by the faculties of this college is chiefly facilitated by the funding agencies. The college budget does not have any provision for research.

Provision in the institution to provide seed money to the faculty for research specifications if any on the amount disbursed and the percentage of the faculty that has availed the facility in the last four years

The institution does not have any provision to provide seed money to the faculty members to undertake any research projects. Most of the research projects carried on by the college faculties are funded by other agencies like UGC or other universities.

Financial provisions made available to support student research projects by students

The college at the present is unable to provide any such assistance to the students

Interdisciplinary Research within the College by Various Departments: Endeavours and Challenges

The college organises various state-level and national-level seminars and inter-disciplinary participations are highly encouraged. College faculties also interact regarding paper presentations and participations in seminars or workshops organised by other institutes. However, since the college

offers primarily core subjects in the undergraduate level, it does not have much scope and infrastructure for inter-departmental research programmes within the campus.

The college publishes inter-departmental academic journals to create a common platform for the related subjects to showcase their research. It also provides students a window into the world of interdisciplinary research.

Some of the relevant activities are listed below.

i) Robotics and Embedded System Design in collaboration with Computer Science and Physics departments of Sarsuna College and IIT Bombay organised a two-day workshop and a competition on Robotics on 9th and 10th of March, 2015.

ii) In the two-day state level seminar organised by the department of Geography, Sarsuna College in collaboration with Kolkata Municipal Corporation and CAD centre of Jadavpur University in 2011 on Geographical Appraisal of the City of Joy's Environmental Well-being, papers were presented by Madhab Sarkar (Asstt Prof. Bengali), Piyali Dasgupta (Asstt. Prof. Economics)

iii) Sarottama Majumdar of English department presented a paper in the UGC sponsored National level seminar organised by Economics department on Sustainability and Environment.

iv) Dr. Tanmay Bir of Bengali department of this college presented a paper in the UGC sponsored two-day National Seminar organised by the department of Political Science of this college.

v) College allowed participation of a large number of faculties from a number of departments in the seminar organised to promote and provide guidance regarding Bengali Wikipedia organised by Wikimedia, India chapter, in collaboration with Jadavpur University on occasion of ten years celebration of Bangla Wikipedia. Dr. Tanmay Bir, of the department of Bengali, Sarsuna College, also the Joint convenor of the seminar was the chief facilitator between the college and the department.

Ensuring optimal use of various equipment and research facilities of the institution by its staff and students

The responsibility of maintaining the laboratories and their equipments rests with the respective departmental staff complete with the teachers and technical assistants. They work as a group to ensure that the laboratories are being optimally used and any such practice that might lead to misuse of instruments are not only discouraged but also penalised on a case to case basis and at the discretion of the laboratory in-charge and the teacher-in charge.

Special grants or finances from the industry or other beneficiary agency for developing research facility with details

A few departments of the college have received grants from various beneficiary agencies for developing research facility.

- i) The MLA LAD has sanctioned and disbursed a sum of 17 lakhs for setting up of GIS and Remote Sensing laboratory in the first phase and 15 lakhs have been sanctioned for the second phase. This has helped the department of Geography of this college to set up GIS and Remote Sensing laboratory with future plans of providing students training in this area and also generating revenue for the college.
- ii) Department of Biotechnology, Govt of India, sanctioned project on active targeting of nanoparticles grafted with ligands to cells of the reticuloendothelial system by receptor mediated endocytosis and their application against macrophage-associated diseases., granting rupees 38.91 lakhs for the duration of 2008-12 to Dr. Sanchaita Lala of the Botany department. This project has helped her to contribute greatly to the development of research facility in the college.

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

MINOR RESEARCH PROJECT

Nature of the project	Duration	Title	Funding agency	Total grant		Total grant received till date
				Sanctioned (in Rs.)	Received (in Rs)	
Minor Research Project	March 2012 to March 2014	Topological Entropy of a Compact/ Non compact set (via measure theory): An	UGC	159599	159599	Full amount disbursed

		Overview and Estimation				
	March 2012 to March 2014	Chemistry of the Platinum Metals Incorporating Organosulfur azo and Schiff Base Ligands: Synthesis, Structure and Exploration of Reactivity.	UGC	1,48,000	1,48,000	Full amount disbursed
	November 2011 to November 2013	Two dimensional warranty analysis: some issues	UGC	1,54,000	1,54,000	Full amount disbursed
	February 2012 to February 2013	Inclusive growth in West Bengal with Special Reference to Howrah District	UGC	1,02,000	1,20,000	Full amount disbursed
					78,000	61,500
	February 2015 to February	Analysis of the Changing Environment	UGC	260,000	190,000	190,000

	2017	and Livability of South Kolkata, The Once Fringe Areas.				
	January 2012 to February 2013	Ishwar sandhan o prakriti sambhog	UGC	1,12,000	1,12,000	Full amount disbursed
	2011-12	“Impact of Socio-Economic Determinants on Mental Health Outcomes in West Bengal”	UGC	2,70,000	2,70,000	Full amount disbursed
	2012-13	“Inclusive Growth in West Bengal with special reference to Howrah District”	UGC	2,70,000	2,70,000	Full amount disbursed
Major Research Project	2015- 2018	A comprehensive study on Bengali literature and language outside West Bengal (in	UGC	12,13,600	Not yet disbursed	

		India)				

3.3 Research Facilities

Research facilities available to the students and research scholars within the campus

There is a well-stocked library with access to internet and e-journals. Internet facility with INFLIBNET connection is made available to both teachers and students.

The Chemistry laboratory has facility to analyse unknown samples and compounds for medical research and industrial research purpose with the help of FTIR spectrophotometer (Perkin Elmer) and UV-visible spectrophotometer (Perkin Elmer).

Department of Geography has a laboratory on GIS and Remote Sensing to facilitate further research on this subject.

Various laboratories with modern set-up are there to help students carry on various projects as prescribed by the University.

Institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research

The college regularly seeks grants from various sources like UGC and other government agencies to create new infrastructure and upgrade the existing ones. Outcomes of such endeavours are mentioned below:

The Chemistry laboratory has plans to analyze unknown samples and compounds for medical research and industrial research purpose with the help of FTIR spectrophotometer (Perkin Elmer) and UV-visible spectrophotometer (Perkin Elmer). This would in future help in generating revenues and seeking new collaborations with medical and chemical research centers.

Computer Science departments have plans to further collaborate with the IIT Bombay, IIT Kharagpur, IIT Roorkee and IIM Calcutta for faculty and student exchange programme. It has already collaborated with the IIT Bombay Robotics Research Group and organised a workshop cum competition as the first step towards this venture.

Grants or finances from the industry or other beneficiary agency for developing research facilities with details of the instruments / facilities created during the last four years

No such grants have been received from the industry.

Research facilities made available to the students and research scholars outside the campus / other research laboratories

The institution does not have any such tie-up/ agreement with any research institute. However, the faculties through their personal relations are able to organise interaction and observation in various research institutes or universities on a case to case basis.

Details on the library/ information resource center or any other facilities available specifically for the researchers

The library as a resource centre is available for all the faculties involved in research. The library as well as the staff-room work-stations have access to the research journals through INFLIBNET.

Being an undergraduate college the library nevertheless lacks in the sophisticated educational infrastructure required in promoting doctoral or post-doctoral or other research projects.

Collaborative research facilities developed/ created by the research institutes in the college like Laboratories, library, instruments, computers, new technology etc.

- Robotics
- GIS laboratory of the college is seeking a collaboration with Geological Survey of India, Kolkata and doing the needful in this regard.

3.4. **Research Publications and Awards**

Major research achievements of the staff and students in terms of

- *Patents obtained and filed (process and product)*
- *Original research contributing to product improvement:*

Research studies or surveys benefiting the community or improving the services:

1. Piyali Dasgupta, Assistant Professor, economics of this college has done substantive research on mental health and community. A few such projects are: a. A minor research project entitled “Impact of Socio-Economic Determinants on Mental Health

Outcomes in West Bengal” funded by UGC. It has provided important insights regarding mental health issues as these affect individual capabilities, freedoms and economic welfare which in turn are the key to rationality, perception and wellbeing in consumption and production behaviour.

2. A project entitled as “Realizing the Significance of Socio-Economic Triggers for Mental Health Outcomes in India” with the association of Antonio Rodríguez Andrés, Assistant Professor, AUI (Morocco), Bidisha Chakraborty, Assistant Professor, Department of Economics J.U and Siddhartha Mitra, Professor, Department of Economics, J.U and this project has been funded by CAS, Department of Economics, Jadavpur University. This study estimates the impact of socio economic triggers (urbanization, unemployment, poverty, education and crime against women) on suicide rates on the basis of Indian state level panel data for the period 1992 to 2009 using Fixed Effect Panel estimation and finds that urbanization and crimes against women increase suicide rates, regardless of gender.
3. Dr. Tanmay Bir has contributed greatly in the field of standardization of Bengali style sheet, development of Bengali e-zine and web-zine and has presented a number of papers on this topic at various seminars as well as have a number of published papers.
4. Dr. Chameli Pandit has done her research project on “Inclusive growth in West Bengal with special reference to Howrah district”.

Institutional publications or partner in publication of research journal(s) with details to indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database

Several departments of the college bring out research journals though they are not yet listed in any international database yet. This is one of the recent practices adopted by the college to allow departments to come out with their research journals in order to provide the faculty a wider platform to showcase their research work and also help enhance the research quality. It also allows our students to easily access important research work being done in their respective fields. Efforts are being made to make these journals peer-reviewed and obtain issn number for them.

Following is a list of college published journals:

Journal name	Department	Year of first publication	No. Of volumes published	Editorial board	Publication policy
Ecosta	Economics and	2014	1	Chameli Mondal	College

	statistics			Pandit and Sanjib Gupta	published. Contributory insts were given.
Saparja	Bengali	2005	7	There is an advisory board comprising of eminent scholars of Bengali literature. The editorial board comprises of the teachers of this college, Dr. Tanmay Bir and Sri Madhab Sarkar.	Published by the college.
Sarsuna Journal of Political Science	Political Science	2010	2	Arun Kumar Dawn, Sushmita Medha and Arpan Mondal	Published by Sarsuna College
DJCS	Comp sc	2015 (to be published)			

Publication per faculty:

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

Number of publications listed in International Database(for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

Economics

Piyali Das Gupta:

1. Andrés, A.R., Chakraborty, B. **Dasgupta, P.**, Mitra, S. (2014), Realizing the significance of socio-economic triggers for mental health outcomes in India, Journal of Behavioral and Experimental Economics (Elsevier), June, 50 - 57. *IFI 8.349

Geography

Arpita Bhattacharjee:

1. “The World Trade Organization (WTO) and Developing countries: A Fact File in Brief”, Proceeding Vol-I, pg 14-20, International Conference on Globalization and sustainable Development: Perspective of Digital Revolution and Environmental Management. August 23-25, 2002.
2. “The impact of climatogenetic Zones and Pedogeomorphic surfaces on landuse pattern in a Profile section of Godavari-Mahanandi Basin”, XXV Indian Geography Congress, National Association of Geographers, India, Dec 27-29, 2003.
3. “Geomorphological Appraisal of Upper Wunna Watershed, Nagpur district, Maharashtra”, Indian Journal of Landscape systems and Ecological studies, Institute of Landscape, Ecology, and Ekistics, Volume:- 2 pg 97-102, 2006 June [ISSN NO. 0971-4170].
4. “Land resource and management, sustainable development through agriculture in the 21st century”, proceeding volume of UGC sponsored National Seminar on Sustainable development: An interdisciplinary approach, Sept. 23-24, 2011, pg 30-38.
5. “Climate change and threat to environment: Problems and Prospects of sustainable water management”, proceeding volume of UGC sponsored State level Seminar on Environmental Degradation and Strategies for conservation and management, Nov. 24-25, 2011, pg 56-
6. “Climate change and Eco-tourism- a strategy for nature conservation”, proceeding volume of UGC Sponsored National Seminar on changing Environmental Scenario of Indian Subcontinent: A Geographical Appraisal, Nov. 25 -26th, 2011, Pg- 61-67.
7. “Solar UV radiation and global climate change: interactive effects on Biogeochemical cycling”, UGC Sponsored National Level Seminar on Education for Sustainable Development in 21st century, Oct – 4 –5th, 2012, pg- 231-238.

Debasmita Ghosh

- 1) Debasmita Ghosh. "Child Labours in West Bengal: A Spatio-Temporal Analysis." **Geographical Review of India**, Volume 70; Number 1; March 2008; pp71-79.
- 2) Debasmita Ghosh, Sanyukta Roy. "Micro-level Study about a Buddhist Agglomeration-A Case Study of Maheshtala Municipality, 24 Paraganas (south)." **Indian Journal of Landscape Systems and Ecological Studies**, Volume 33; Number 2; December 2010; pp679-684.

Prashasti Bhattacharyya

1. Prashasti Bhattacharyya, A Brief Appraisal of Transforming Living Space of South Kolkata, *The International Journal of Humanities & Social Science*, April Issue, 2014. [ISSN 2321-9203; IF: 0.587]
2. Prashasti Bhattacharyya, Crimescape Analysis of Kolkata, the City of Joy, *International Journal of Innovative Research & Development*, Vol. 3, Issue 4, March, 2014. [ISSN: 2278 – 0211; IC Value: 6.19]
3. Prashasti Bhattacharyya, A Geographical Perusal of Deviance in Kolkata, Abstract in Pre-Seminar Proceeding Volume and Paper in Post–Seminar Proceeding Volume of *National Seminar on Contemporary Research in Geography*, 14th- 15th March, 2014
4. Prashasti Bhattacharyya and Sumana Ghatak, A Transforming City and its Changing State of Environmental Wellbeing: A Special Emphasis on South Kolkata; Abstract in Pre-Seminar Proceeding Volume and Paper in Post –Seminar Proceeding Volume of UGC sponsored *State-level Seminar on Geographical Appraisal of the City of Joy's Environmental Wellbeing* , 2012, Kolkata.
5. The Crime Component of Kolkata's Social Environment: A Brief Study, Asian Studies, Vol.XXV, June-December 2007, pg.47-69, *Netaji Institute for Asian Studies*, Kolkata.

Rituparna Hajra

Journals:

Hajra, R. and Ghosh, T. (2014). Formulation of Methodological Approach for Sustainable Tourism Using ‘GSTC’ Criteria: A Case Study of Sagar Island, India. *International Journal of Innovative Research & Development*, Vol 3, Issue 1, p. 305-309. [ISSN: 2278 – 0211; IC Value: 6.19]

Hajra, R., Mitra, R., Ghosh, T., (2014). Assessing the Indicator Based Sustainability: A Pragmatic Approach. *The International Journal Of Humanities & Social Studies Vol 2, Issue 1, p. 39-43.* [ISSN 2321 – 9203; IF: 0.587]

Hajra, R., Mitra, R., and Ghosh, T. (2012). Impact of *Gangasagar Mela* on Sustainability of *Sagar Island*, West Bengal, India. *International Journal of Research in Chemistry and Environment*, Vol. 2, Issue 1, pp. 140-144 [ISSN 2248-9649].[IC Value (2012) - 5.35]

Book Chapter:

Ghosh, T., **Hajra, R.** and Mukhopadhyay, A. (2014). Island Erosion and Afflicted Population: Crisis and Policies to Handle Climate Change. In: *International Perspectives on Climate Change: Latin America and Beyond*. Ed: Filho Leal, Fátima Alves, Sandra Caeiro and Ulisses Azeiteiro, IX, 217-226, Springer. [ISBN 978-3-319-04488-0]

Papers in Proceedings and Edited Volumes:

Hajra, R., Mukhopadhyay, A., Huq, H., Rahman, Md, R. and Ghosh, T. (2013). Crisis and Policy for the Environmental Refugees in Ghoramara Island (India). *4th International Conference on Water and Flood Management, ICWFM-2013, 9-11 March 2013. Institute of Water and Flood Management, BUET, Dhaka, Bangladesh. Vol. 2, pp. 459- 465.* [ISBN: 978-984-33-7310-6].

Hajra, R., Mitra, R., Ghosh T.,[2011] Pollution Potential of Annual Religious Gathering of Sagar Island and The Issue of Coastal Sustainability, *Proceedings of National Seminar on Advances in Environmental Science and Technology, Kolkata, 5th & 6th February, 2011.* 106- 111.

Hajra, R., Das, D.,(2009) Impact of conversion of Agricultural Land into Fisheries, Sarberia-Agarhati Gram Panchayat, North 24 Parganas *Journal of Indian National Cartographic Association, Volume 29, 2009, pp. 342- 349.*

Satabdi Das

1.A Study on Trend of Air Quality in Some Industrial Cities of West Bengal; in proceedings of International Seminar On Environmental Perspectives And Resource Management 19th-20th

December, 2014, organised by Institute Of Landscape Ecology And Ekistics, Kolkata, 2014. ISBN: 978-81-928047-4-3

Computer Science

Arijit Choudhury:

- a) A Novel Scheme For Data Encryption Technique, Ijma, Issn 2229 – 5046, 2013

Saptarshi Naskar as a Co-author:

- a) “Obscure History of Graphs”, S.S.Sarma, S.Naskar, K.Basuli, and R.Halder, The ICFAI University Journal of Computer Sciences, Vol. III, No. 2, pp.74-78, 2009.
- b) “An Internet-based IP Protection Scheme for Circuit Designs using Linear Feedback Shift Register(LFSR)-based Locking”, R.Halder, P.S.Dasgupta, S.Naskar, and S.S.Sarma, SBCCI’09, August 31st - September 3rd, 2009, Natal, RN, Brazil, Copyright 2009 ACM 978-1-60558-705-9.
- c) “Generation of All Spanning Trees of a Simple, Symmetric Connected Graph”, K. Basuli, S. Naskar, S.S.Sarma, SSRN, id: 1529902, December 30, 2009
- d) “Generation of All Spanning Trees”, S. Naskar, K. Basuli, and S.S.Sarma, SSRN, id: 1433035, December 30, 2009
- e) “A Close Encounter with Intractability”, S.S.Sarma, S. Naskar, and K. Basuli, SSRN, id: , December 30, 2009
- f) “An internet-based IP protection scheme for circuit designs using linear feedback shift register (LFSR)-based locking.”, Raju Halder, Parthasarathi Dasgupta, Saptarshi Naskar, Samar Sen-Sarma, In Ivan Saraiva Silva, Renato Perez Ribas, Calvin Plett, editors, Proceedings of the 22st Annual Symposium on Integrated Circuits and Systems Design: Chip on the Dunes, SBCCI 2009, Natal, Brazil, August 31 - September 03, 2009. ACM, 2009.
- g) “Connectedness of a Graph from its Degree Sequence and it is Relevent with Reconstruction Conjecture”, S. Naskar, K. Basuli, and S.S.Sarma, Journal of Global Research in Computer Science, Vol.1, No.1, ISSN-2229-371X, August 2010.

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Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally incentives given to faculty for receiving state, national and international recognitions for research contributions.

Nil

3.5 Consultancy

Details of the systems and strategies for establishing institute-industry interface?

The college has a thriving placement cell which helps in inviting a number of reputed companies to the campus for placement of the students.

Several departments such as Microbiology, Biochemistry, Chemistry has industrial visit as part of their curriculum which are regularly undertaken. This provides the students an opportunity to directly learn from the industries.

Stated policy of the institution to promote consultancy and advocacy and publicizing of available expertise.

The college offers the service of its guidance cell to any of the students in need of or willing to avail its services. The college maintains a strict confidentiality regarding information of the concerned individual. Information regarding the working of this cell is provided in the college prospectus which is mandatory for each candidate taking college admission form. So any student taking admission in this college is made aware of this cell.

The career and guidance cell has also organised an UGC sponsored seminar in 2010 to educate the students regarding the need and various aspects of guidance and counseling.

Promotion of institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The responsibility to form the interface between college and the community through students' participation in various extended social activities are taken up by the NSS unit of this college. Though newly established in 2014, NSS unit here is already very active in its functioning.

There is a body of teachers and a teacher coordinator who help to chalk out the programmes to

be undertaken by the NSS with the help of the students.

Already the NSS unit has undertaken activities like plantation of trees both within and outside the campus and a very important activity in the form of Thalassaemia Awareness Programme.

The NSS has chalked out plans to engage more directly with the surrounding community and extend social welfare to all the sections of the society. There is a plan to extend the NSS activity to the nearby villages as well.

The students and the staff are encouraged to participate in the annual blood-donation camp organised by the Sarsuna College Students' Union. Through this activity the college students learn their responsibilities towards their society and also make meaningful contribution to their society.

Just before the blood donation Camp, an Awareness Camp is also organised to spread awareness regarding this activity. An eminent speaker delivers speech on the importance of blood donation in our society and thereby creates a sense of awareness and social responsibility among the students of our college.

Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles:

We encourage our students to report their participation in any such event and try and highlight them in our college magazine. If it is outstanding we felicitate during award ceremony.

Institution solicitation stakeholder perception on the overall performance and quality of the institution

Through conducting meetings with the guardians of the students of the college; meeting with the local people to get their feedback

All students use their phone or e-mail or personal meetings to convey their grievances or achievements.

Budgetary details for last four years, list of the major extension and outreach programmes and their impact on the overall development of students.

The college does not have much scope for extension and outreach programmes. However we have started with the NSS wing in the last academic year.

Institutional promotion of the participation of students and faculty in extension activities

including participation in NSS, NCC, YRC and other National/ International agencies?

The college has a thriving NSS unit and students are constantly encouraged to participate in these. Awareness camps and lectures are given to create awareness among the students. The college prospectus also provides information regarding NSS.

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

Nil

Students' academic learning experience, values and skills inculcated by them, and its reflection on objectives and expected outcomes of the extension activities organized by the institution

These extension activities complement the students' academic learning. These activities teach the students that they are a part of the community and inculcate in them a sense of social responsibility. The institute encourages the students to actively participate in these programmes so that they can emerge as better individuals and be more productive to the society.

Details of the initiatives of the institution that encourage community participation in its activities

The institution does not have much scope for this however the NSS wing of the college acts as an interface through its various activities.

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

Not much has been done in this regard

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

Nil

3.7 Collaboration

Institutional collaboration and interaction with research laboratories, institutes and

industry for research activities.

Not much has been done on this regard

Details on the MoUs/collaborative arrangements (if any) with institutions of national importance/universities/ industries/Corporate (Corporate entities) etc.

Nil

Details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution.

The Department of Computer Science and Physics in collaboration with IIT Bombay has plans to set up robotics lab for its students.

Apart from that nothing much has been done in this regard.

Details of national and international conferences organized by the college during the last four years.

1. Career guidance and counseling cell of Sarsuna College
Status: UGC sponsored state level seminar
Venue: Sarsuna College

2. Department of economics
In collaboration with Khantra College, Bardhwan
Status: UGC sponsored National Level Seminar
Topic: Sustainable Development: An Interdisciplinary Approach
Date: September 23-24, 2011
Venue: Sarsuna College

4. Departments of Geography
in collaboration with KMC and CAD Centre, JU.
Status: UGC state level seminar
Topic: “Geographical Appraisal of the City of Joy’s Environmental Wellbeing”
Date: 17-18th Jan, 2012
Venue: Kolkata Town Hall

5. Department of English
in collaboration with Sahitya Akademi
Status: the UGC sponsored National Seminar

Topic: Transposing Cultures Translating Texts: A Reappraisal of Indian English Literature(s)

Date: February 2-3, 2012

Venue: Ramakrishna Mission Institute of Culture

6. Department of Bengali

in Collaboration with Banaras Hindu University

Status: U.G.C Sponsored National Seminar

Topic: An Introspection of Bengali Language and literature

Outside West Bengal (in India) and its Destiny

Date: 17th & 18th February, 2012

Venue: Sarsuna College, Kolkata

7. Department of Political science

Topic: Inauguration of a new political culture based on the politics of non violence and assimilation in violence and terror hit areas of Midnapore(East & West) , Bankura and Purulia districts in South West Bengal

Date: 24th and 25th March, 2012 erupting in last years i.e 2005-2011

Venue: Sarsuna College

Linkages/collaborations actually resulted in formal MoUs and agreements

Nil

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

None as of now

3.6 Extension Activities and Institutional Social Responsibility

The college, presently carries out its extension activities through its NSS unit and the Students' Union wings. The college has plans to contribute further to the cause of social responsibility.

The college has been involved in activities like tree plantation, each-one-teach-one, medical camps in the college, etc.

No budgetary allocation is made currently, funds are generated from grants received by the NSS.

All the stakeholders' opinions are welcomed by the college. The stakeholders can voice their views by meeting the Teacher-in-charge personally, through phone or emails.

3.7

Collaboration

The college at present does not have any collaboration with any research laboratories, institutes, industries for research activities

4.1.1 Policy for creating infrastructure that facilitate effective teaching and learning

The institution tries to provide the students with cut-age modern technologies, state-of-the-art laboratories and proper access to the e-resources to enhance the student quality and increase their employability. Some facilities are listed below:

- The college has set up classrooms with audio-visual facilities.
- It has well-equipped laboratories and a well-stocked library with easy access to both physical and e-resources.
- The departments have seminar library facilities to cater to the more refined aspects of the subjects.

4.1.2 Detail of the facilities available

a. Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

Number of class room: 35

Laboratory: 21

Botanical garden: nil

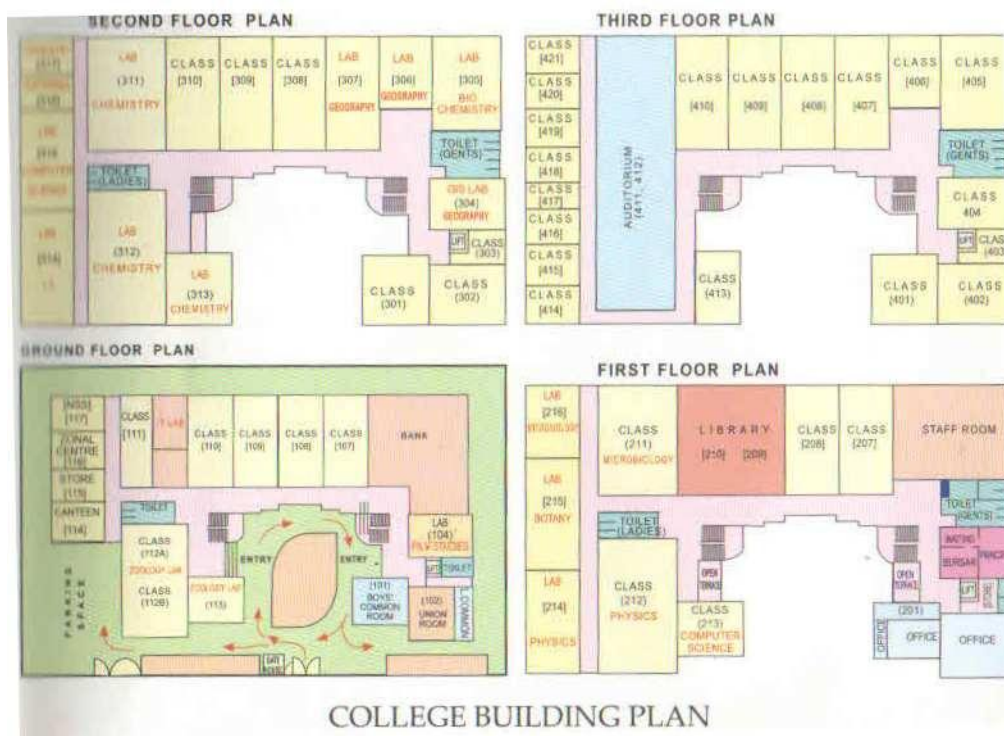
Animal house: nil

Specialised facilities and equipment for teaching, learning and research etc: audio visual teaching aids, well equipped laboratories, well stocked library with e-resource, wi-fi enabled campus.

b. Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

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

The picture of the college building plan is given below:



The College campus, measuring 70,600 sq.ft(approx), is situated besides a massive water body and amidst tranquil greenness. The building consists of four floors, housing large spacious classrooms and laboratories, staff room, library, office etc.

1. **AUDITORIUM** : The College boasts of a large auditorium and stage where many programmes are held annually.
2. **CANTEEN** : The College canteen serves substantial and nutritious meals at reasonable prices. It is a favourite rendezvous of students and standards of hygiene are strictly maintained.
3. **COMMON ROOM** : Separate common rooms have been provided for boys and girls and there is provision in each for indoor games and other co-curricular activities.
4. **CHEAP STORE** : The College provides a cheap store within the campus to enable students to buy stationery at a reasonable price.
5. **PLAY GROUND** : The College fronts a large play ground that is used by the institution for all co-curricular activities.
6. **PHOTOCOPIER** : For the benefit of the students, there is a photocopier inside the College campus where reading materials can be photocopied at a low price. There is also a telephone booth.

7. **COMPLAINT BOX** : As per the directives of the University, there is a Complaint Box within the College premises where students can express their views and grievances, if any.

8. **CYCLE STAND** : There is a cycle stand and car parking zone within the college campus where students may keep their conveyances.

9. **ELEVATOR**: There is an elevator, which is used for the benefit of the physically handicapped and the sick.

10. **COMPUTER ROOM**: There is separate computer room for the teachers in the staff room.

FUTURE PLAN:-

The College has taken positive initiatives to expand the college building

4.1.4 Infrastructure facilities meet the requirements of students with physical disabilities

Elevator helps the disabled students to attend classes in different floors of the building.

4.1.5 The residential facility and various provisions available

Hostel Facility – Accommodation available : Nil

Recreational facilities, gymnasium, yoga center, etc. : Nil

Computer facility including access to internet in hostel : Nil

Facilities for medical emergencies: first aid facilities, doctor on call, student health home card, ESI facilities for the non-teaching staff.

Library facility in the hostels: Nil

Internet and Wi-Fi facility: available

Recreational facility-common room with audio-visual

Equipments : Nil

Constant supply of safe drinking water : 24 hours pure drinking water facilities available from water purifying plant installed within the college campus.

Security: 24 hours security guard appointed on rotational basis. Resolution taken by the purchase committee of the Sarsuna college to install web camera in the college campus.

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

First aid facilities and call for doctor for students and staff. ESI facilities for non teaching staff.

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

IQAC: room no. 203

Grievance redressal unit: room no. room no. 413 A

Women’s cell: Nil

Counselling and career guidance: room no. 413-B

Health unit: Nil

Canteen: separate space has been allotted

Recreational spaces for staff and students: Boys common room : room no.101

Girls common room : room no.103

Recreational facilities for non-teaching staff:room no. 411A

Recreational facilities for teaching staff: part of the staff room.

Water facility: Water plant and purifier with cooler in staff room and office.

Auditorium: room no.411 & 412

4.2 Library as a Learning Resource

4.2.1 Library advisory committee

Our college have a library committee, consist of principal, librarian and teacher representatives. According to library advisory committee existing library will be shifted to more spacious area for providing reading room facility. Library automation has been started recommendation of the library committee.

4.2.2 Provide details of the following:

* Total area of the library (in Sq. Mts.)

* Total seating capacity:50

* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

Working days: Monday to Friday: 10.30AM -5.00PM
 Saturday: 10.30AM -2.00PM

Before examination days 10AM -5.00PM

During examination 10.30AM -5.00PM

During vacation 10.30AM -5.00PM

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

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

Library holdings	Year -1		Year -2		Year -3		Year -4	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	1475	3,03,668	911	2,68,085	977	2,87,567	461	2,15,426
Reference Books	86	1,30,143	112	1,04,255	124	1,17,456	74	71,808
Journals/ Periodicals	3	3,500	3	3,500	3	3,500	3	3,380
e-resources	-	-	-	-	-	-	N-LIST	5000
Any other (specify)	-	-	-	-	-	-	-	-

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

* OPAC: Present with in college campus.

- * Electronic Resource Management package for e-journals
- * Federated searching tools to search articles in multiple databases
- * Library Website:Using college website.
- * In-house/remote access to e-publications
- * Library automation : In initial stage.
- * Total number of computers for public access:03
- * Total numbers of printers for public access: 01
- * Internet band width/ speed 2mbps 10 mbps 1 gb (GB)
- * Institutional Repository:No(planning to install D-space as IR)
- * Content management system for e-learning:No
- * Participation in Resource sharing networks/consortia (like Inlibnet):No

4.2.5 Provide details on the following items:

- * Average number of walk-ins: 350@day
- * Average number of books issued/returned:170
- * Ratio of library books to students enrolled: 1:4
- * Average number of books added during last three years:2659
- * Average number of login to opac (OPAC): No
- * Average number of login to e-resources:10@day
- * Average number of e-resources downloaded/printed:160
- * Number of information literacy trainings organized
- * Details of “weeding out” of books and other materials:
380 out of syllabus and out dated books are weeded out on 12.02.15 form library.

4.2.6 Give details of the specialized services provided by the library

- * Manuscripts No
- * Reference:Yes
- * Reprography:Yes
- * ILL (Inter Library Loan Service):No
- * Information deployment and notification (Information Deployment and Notification);No
- * Download:Yes
- * Printing:Yes
- * Reading list/ Bibliography compilation:Yes
- * In-house/remote access to e-resources
- * User Orientation and awareness:Yes
- * Assistance in searching Databases:Yes
- * INFLIBNET/IUC facilities:INFLIBNET/NLIST programme facilities provided to students and teachers.

4.2.7 Support provided by the Library staff to the students and teachers of the college.

- i.Book circulation service(Issue return)
- ii.reference Service
- iii.Bibliographic service
- iv.OPAC service
- v.Reprographic service
- vi.CAS(Current Awareness Service) service.

4.2.8 The special facilities offered by the library to the visually/physically challenged persons?

As library located in 1st floor lift is provided for visually/physically challenged users. Doorsills are avoid in library floor for smooth and easy movement for them.

4.2.9 Library feedback for the users

- i.Suggestion register is providing to collect user opinion,
- ii.Survey method also followed by questionnaire distribution.

4.3 IT Infrastructure

4.3.1 The computing facility available (hardware and software) at the institution.

Number of computers with Configuration (provide actual number with exact configuration of each available system):- 124

1 Server:-Intel-wordcore processor, 8gb ram, 1 tb scsl hard disk, RHPL-5

1-Dual core, 4gb ram, 500gb hard disk, mac

18-4I₃,2gb ram, 500 gb hard disk,ubuntu-11.5

20-4I₃,2gb ram, 500 gb hard disk,xp fedora

30-4I₃,2gb ram, 500 gb hard disk,xp Windows 8

5- pentium-4, 512vram, 350 hard disk, windows xp

49-4I₃,1gb ram, 350 gb hard disk,xp Windows 8

Computer-student ratio: 30:1.5

Stand alone facility: 60 (approx)

LAN facility: All the computers

Wifi facility: all

Licensed software: 20

Number of nodes/ computers with Internet facility: 61

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

Wi-Fi enabled campus and adequate computers.

4.3.3 The institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities

Future Plan of the Department

- To arrange for more campus recruitment
- To arrange for inter-college seminars and programmes
- To open a research group in collaboration with IITs', IISc., ISI, IIMs'
-

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

Sections	2009-2010	2010-2011	2011-2012	2012-2013
Building, furniture and equipment	267407	70886	141881	157768

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

The institute has plans to develop smart class rooms and smart audio-visual room.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching learning resources, independent learning, ICT enabled Classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

The college has taken step towards setting up ICT enabled class rooms or learning places but is yet to have any concrete online teaching resource. However we offer e-resources to our faculty and students in their learning.

4.3.7 National Knowledge Network connectivity directly or through the affiliating university in the institution.

INFLIBNET

4.4 Maintenance of Campus Facilities

4.4.1 The institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities

The college keeps a part of its budget allocated to maintain the following facilities which are integral to the proper functioning of the college. The financial resource is allocated only after an informed estimation of the possible expense under these heads:

Sections	2009-2010	2010-2011	2011-2012	2012-2013
Building, furniture and equipment	267407	70886	141881	157768
Computers	8440	36669	57018	84416
Any other:				
Generator	14154	15263	9306	23966
EPABX	2427	7501	4001	3640
Electrical	26174	53723	23743	18084
Water treatment plant	4084	11544	16236	3894
Pump	1500	1800	-	-

Airconditioners	3000	6700	4091	10,000
Lift	-	7966	23715	-

4.4.2 The institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college

No permanent staffs is employed for the maintenance and repair of infrastructure. Higher expert and labourers are appointed for this purpose. For the maintenance of computers and other electronics accessories college has annual maintenance contracts (AMC).

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5. Student Mentoring and Support

Institutional Prospectus

Every year our college publish its updated prospectus. Through this, our students become aware about the facilities that the college will provide to them during the pursuit of their course. Our college has honours in 17 subjects. This information is given in the prospectus. With this, future scope of the subjects is also mentioned separately. This information helps the students to choose subjects according to their eligibility. In the prospectus, subject combinations have also been tabulated for the benefits of the students. Along with this, the varied financial aids including stipend of the minorities group, concession in tuition fees in the form of Half-free studentship to a limited number of students of our college who are in acute financial hardship, have also been mentioned separately. Along with all the above facilities, students are also warned about the norms of the college that our institution followed strictly.

All the commitments that are placed before the students through this prospectus are strictly followed. Our institution has its apex body called Governing body. All the issues regarding students, staff is handled very delicately and carefully by this body.

Scholarships, Freeships and other kinds of Financial Aid given to Students

College is the facilitating and disbursing agent for the following funds:

- a) SC/ST/OBC/ minority fund from the West Bengal govt.
Scheduled Caste and Scheduled Tribe Scholarship/ Stipend is granted by the Director of Scheduled Caste and Scheduled Tribe Welfare from the Office of the Special Officer, S.C. & S.T. Welfare.

- b) Student welfare fund: money collected from every student during the time of admission and given to the students asking for concession at discretion of the TIC
- c) Memorial prizes given to various students for academic performances.

1) Debapriya Sengupta Memorial Scholarship is awarded by Smt. Indira Sengupta in memory of her son to a college student securing highest marks in Computer Science (Hons.) in university Examination from this college.

2) Late Santosh Kumar Banerjee Memorial Award donated by Dr. Dipendra Banerjee, younger son of Late Santosh Kumar Banerjee is awarded to a student, securing highest marks among the college students in English in University Final Examination.

3) Late Anurupa Roy Chowdhury Memorial Award to a student for securing highest marks in Micro biology in University Final Examination among the College students.

In addition to the above our college also provide the following benefits to the students:

1) Poor and meritorious students having regular attendance and good performance in the periodical and annual examinations are provided with financial assistance from Students' Welfare Fund and Students Aid Fund and Fund of the Teachers' council.

2) College prizes are awarded to students who secure the highest marks in every Honours subjects, B.A. (General), B.Sc. (General), B.Com (General) in final University Examinations.

3) Special prize of a book grant worth Rs. 2500 and scholarship of Rs 200/month for a period of 2 years (provided he or she be a student of Post Graduation) is awarded to a student ranking first in the University Examination.

4) Special prize of a book grant worth Rs. 1000 and scholarship of Rs. 100/month for a period of 2 years (provided he or she be a student of Post Graduation) is awarded to a student ranking between 2nd to 10th in the University Examination.

5) Certificates, prizes and medals are also awarded to students on the basis of their performances in various Departmental Seminars, Sports and talent Hunt Competitions.

8) Teachers' Council prizes are awarded to students who secure the highest marks in B.Sc. (Hons.), B.A. (Hons.) and B.Com (Hons.) in University Examination.

About 2 students of our college have got one of these scholarship in the last four years.

There are committees formed by the apex body of our college i.e. Governing Body with students, non-teaching staff and teaching staff as members to look into the process of selection and distribution of available fund.

Percentage of Students Receiving State or Central Agency Rates

20 to 30%

The specific support services/facilities available for Students from SC/ST, OBC and economically weaker Sections

Poor and meritorious students having regular attendance and good performance in the periodical and annual examinations are provided with financial assistance from Students' Welfare Fund and Students Aid Fund and Fund of the Teachers' council.

Scheduled Caste and Scheduled Tribe Scholarship/ Stipend is granted by the Director of Scheduled Caste and Scheduled Tribe Welfare from the Office of the Special Officer, S.C. & S.T. Welfare.

For Students with physical disabilities there is an elevator, which is used for the benefit of the physically handicapped and sick persons including students, teachers and non-teaching staff.

Students to participate in various competitions/National and International

Every year our students participate in various inter- college, district, state and National level competitions. For these purposes, our college provides financial supports to all the participants and the organisers. This financial assistance is provided from the College Fund by discretion of the Teacher-in Charge.

Medical assistance to students: health centre, health insurance etc. – The college is affiliated to the “Students Health home” established by the University of Calcutta. Students can get medical facilities and specialised treatment in lieu of an annual subscription of Rs. 4/ per head.

Skill development (Spoken English, Computer Literacy, etc..) third year students have to do some projects in their course. While pursuing this task the students have to equip themselves with the computer and this facilities are given to them in our computer Resource Centre. In the process our students are well equipped with the computer. They can access the internet and can do work in the Excel Sheet. Therefore in the process they develop skill in computer.

Support for “slow learners” – special care is given to the students who are slow learners by the respective teacher of the department. Class tests are taken periodically and on the basis of assessment slow learners are identified and they are under vigilance by the faculties of the respective department.

Exposures of students to other institution of higher learning/ corporate/business house etc. - faculties from other colleges or Universities are very often invited to deliver lectures. In this process students get some exposures.

Facilitation of entrepreneurial skills, among the students and the impact of the efforts.

The undergraduate curriculum of the University of Calcutta has provisions to teach official communications. The teachers encourage students to develop proficiency in this regard to make them more job-ready.

The college provides public platform to the students in terms of various competitions and extracurricular activities which help in development of their soft skills.

The college also encourages computer proficiency and proficiency with e-resources to enable them keep up with the technologies. For this purpose the college has a large number of computers, computer and IT laboratories and wifi enabled campus for the students.

It also encourages campus placements and other industry-college interfaces.

These efforts have brought a positive impact upon the students. Since most of them are from the rural background, these efforts of the college help them improve their employability.

Policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities

Our college has taken the strategies to develop competitive attitudes of the students by participating in any inter departmental and intra departmental competition related to indoor sports, cultural events, etc. The institution provides benefits of flexibility in examination to those students who performed in any inter college cultural or sports competition.

Food allowance are given to the students who participate in any inter college cultural and sports. Sufficient funds are also maintained to provide sports uniform and materials to the students.

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

The college does not have an infrastructure to directly facilitate or guide students in this regard but the library is well-stocked with such resources and our alumni may gain access to them as and when required.

Counselling services made available to the students (academic, personal, career, psycho-social etc.)

Career counselling is made available to the students, mainly organised by the department of Computer Science, English and Commerce. Apart from that we have Grievance Redressal Cell

where the students get counselled on the psycho- social ground. Personal Concelling has also been done under the guidance of both the teachers and the parents.

Structured mechanism for career guidance and placement of its students

Services are provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers from highly regarded companies in the corporate sectors like IBM DAKSH,TCS, IGNITE,WIPRO (BPO),HCL,SBI and SBI LIFE come to our college for campusing purposes. On an average 50 students appear and 3 to 16 students get job in this process at the end of each Academic session.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

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

The institute thinks high about serving a section of students who are first generation learners. It has designed the fees structure in such a way that it is affordable and makes necessary payment options to help the poor sections. Moreover it looks to help specially the students with BPL certificates.

The institute has a tradition of having prayer every day at 10.25 am sharp to start the day with some holy thoughts. In every department the introductory lecture is delivered by the departmental in charge and the head of the institute on the first day of college to make the students oriented toward the values and responsibilities of them in the college and society.

The institute plans for setting up a computer centre for the students belonging to backward classes to make them trained them in some basics of computers. It has also sent up proposals to open SC/ST cell in the college to UGC for funding. The institute has also trying to open some new departments like food and nutrition, psychology etc in near future.

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

Head of institute along with the convenors and members of different sub committees set up and design various policies and principles for betterment of the college. After the formulation of the policies, the head of the institute makes them sanctioned in the General Body and take immense responsibilities to implement them judiciously.

6.1.3 What is the involvement of the leadership in ensuring :

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

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

Time to time evaluation reports are submitted to the head of institute by the each sub- committee convenors regarding the policies in action.

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

Head of the institute under the guidance from GB and consultation in academic sub- committee provide full authority to the Departmental in charge regarding the academic leadership. The departmental in charge allot classes to the others faculties of the department along with distribution of syllabus. Regular meetings are conducted by the departmental in charge with his colleagues to discuss matters like completion of syllabus, requisition books and journals etc. Parent's teacher meetings are conducted after declaration of results on internal examinations like class tests, selection tests etc. to make the parents aware of the performance of their wards.

6.1.6 How does the college groom leadership at various levels?

GB guides the head of the institute to recruit teachers in different sub committees and give them different responsibilities. The convenor of each sub- committees select other teaching and non-teaching members of that group and formulate different policies and plan of work. They take care of the execution of the plans as well. The college provide full autonomy to the departments which are working under the guidelines decided in the academic sub- committee.

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

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

(6.1.7 and 6.1.8 together)

College promote participation management. The every department have one class representative from each year elected by the students' union who can interact with the teachers of the respective department regarding any problem or matter arising in classes. The teachers try to solve the matter and if he or she fails in doing so, then the matter is discussed in the academic sub- committee in presence of the head of the institute and there also if it is not resolved then it is deferred to GB for resolutions.

6.2 Strategy Development and Deployment

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

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

(6.2.1 and 6.2.2 together)

The institute have perspective plan for development. It has built up new annexe building in the last year to increase number of class rooms and enrol more number of students in each department. It also plans to open more PG departments in near future under regular curriculum of the University of Calcutta to engage more students in higher degrees.

Other than providing academics help the institute also plans to provide safe drinking water to every members of the college by installing water coolers with purifiers. The plan is approved the work is in progress.

6.2.4 Describe the internal organizational structure and decision making processes .

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

Teaching & Learning

Modern teaching methods have been opted by the institute to enhance the quality of teaching. LCD projector and OHP are frequently used to teach in classes. Often printed hand outs, notes in CD or pen drive given to the students. Wi-Fi connections in the college help the students to clear up their doubts with their teacher in the laptop or note pad.

English department has its own email id in which the study materials are posted for the students and even students can send up mails to inyteract with faculties. English department also had a faculty exchange programme with Sushil Kar college and now has collaborated with them and send a proposal for seminar. As a part of curriculum the students of all the streams have to submit project on environmental aspects in their final year under supervision of one of the faculty recruited for this purpose.

The students of Zoology, Botany and Geography of the final year have to submit a detail report on the educational excursion as part of their course.

Biodiversity studies are done by the students of zoology and botany under supervision of teachers every year followed by submission of a detailed report.

Research & Development

Science, arts and commerce departments carry out several minor research projects in their respective departments. Botany department in collaboration with IICB carried out a DST sponsored major project with a scholar fellow.

The college has several sophisticated instruments to carry out more research works in future and plan for awarding Ph.D.

Dr. Tanmay Bir of Bengali department has already working with a scholar in a UGC sponsored major project.

Geography department plans to give open access to the newly set up GIS laboratory to students other than our college after the college hours with prior permissions.

Community engagement

NSS of the college carries out several camps like Thalassemia screening in the college. The enthusiasms of students' union help us to collect blood of different blood groups through a whole day blood donation camp. For the last few years there is science exhibition to make people aware of small scientific facts like adulteration, blood group screening etc.

Recently chemistry department organised an exhibition on crystals which attract several school

students and the enthusiast locals.

Zoology department carried out a biodiversity study of localities close to the college under guidance of ENDEV to perform a people biodiversity register.

Human resource management

Guest lecturer appointment, TC meeting and sending up faculties for workshop and seminars are part of the institute.

Industry interaction

Microbiology department and chemistry department have visited several industries with their students and interacted well with them to share thoughts and knowledge.

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

Adequate information are uploaded to the website or send to the top management and stakeholders through email. The informations are also discussed in the GB meeting as well with the top management and stakeholders.

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

The management encourages GL recruitment and support staffs to initiate different methods of teaching practices for effectiveness and efficiency of the institute.

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

GB has resolved to take GL to all the departments those who are lacking manpower. A bundle of well-educated enthusiastic teachers are newly appointed as GL to take the allotted classes in the routine.

Opening of PG regular courses in Geography and Computer science was resolved which have been started in this session.

Opening of PG under Distance learning of VU was also started from this session as resolved in the GB.

Opening of other undergraduate courses under CU has also been resolved which is yet to start as the permission from the university is yet to be received.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Yes.

The Institution has not been applied for autonomy.

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

With the development of science and technology at a rapid pace life has become more challenging and complex day by day. Every individual must develop the ability to adapt and cope up with those challenges day in and day out both within and outside the family. Guidance and counseling aimed at helping individuals to gain insight into themselves and in maximizing their endowed potentials. Since the aim of education in broader perspective is all round development of an individual therefore guidance is an integral part of the educational system as it helps in achieving the said goal. Ours is an under graduate co-educational college mostly consisting of students belonging to the age group of 18/19 years to 21/22 years . This is a transitional phase very delicate and crucial in nature. Student faces all sorts of emotional crisis, conflicts related to values, attitudes, problems related to academic choice, vocational choice and so on particularly at this stage. One striking observation is that we

usually find more number of girl students rather than boys who approaches us with problems related to crisis in relationship (love affairs), tension and anxiety (related to examination), stress, family and peer pressure, depression (often low self esteem caused by academic failure and social rejection in the form of criticism leads to pessimistic notion about life). Social relationships constitute a major problem area for many students which includes broken family, unhealthy family environment, parental discord, unsuccessful love affairs and likewise. That more girls than boys approaches us however does not mean that boys do not face such problems but what we feel is that boys are more desperate and does not feel comfortable to talk about these issues with the teachers rather they feel free to discuss such issues with their peer groups. The girls on the other hand are still more vulnerable and insecure and feel free and more approachable to the teachers for help and guidance. The boys who approaches us mostly comes with academic related problems like poor concentration level, poor performance in the examination, peer rivalry and so on. We find quite a large number of student both in honours and general stream who are first generation learners and therefore gets hardly any academic related assistance or guidance at home. Guidance and counseling helps the students to have better self understanding and proper adjustment to self and society. We also try to identify and motivate specially the students from weaker sections of the society. If required we call the parents, peers or the teaching as well as non teaching faculty to get detailed information regarding the concerned student so that we can provide necessary help or assistance as per requirement. In case of critical problems which require more experts intervention we even call parents and advise them to consult professional counsellors or psychiatrist.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

No

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

There is no feedback form as such but the students' union has the power to provide feedback through the class representatives to the departmental in charge or directly to the head of institute at any time . There is an open access of the students to the head and he encourages all the stakeholders of the college to provide feedback for betterment and upliftment of all the departments of the college.

6.3 Faculty Empowerment Strategies

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

For faculty development the head and the top management provide permission to the teachers to attain seminars, refreshers' course, orientation programmes and workshops. However not only the teachers but the non teaching staffs are also allowed and encouraged to attain seminars and workshops related to admission, administration and finance.

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

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Besides teaching the faculty members are ascertained with other duties like conducting internal and university examinations, maintenance of discipline, grievance cell, counselling, camping etc under different sub- committees.

All these duties are taken into consideration during Career advancement of the teachers as per DPI norms and regulation formulated by UGC.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

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

For teachers there are no welfare schemes but for non- teaching staffs there is EPF and ESI health schemes under which all of them are enrolled and get benefitted as and when required.

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

Recruiting faculty is not possible and permitted by the institute. The head can only invite eminent speakers, scientists to deliver lectures on special topics or seminars.

6.4 Financial Management and Resource Mobilization

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

The institute has a strong finance sub-committee which makes policies, budget and decisions to monitor the efficient use of available funds received from different funding agencies like UGC , SAAC, DST, MLA-LAD, Higher Education Department.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Bursar keeps regular information regarding financial position of the college from the office staffs. Ledger books are maintained to keep the income and expenditure from the college and different funds. Internal and external audit is done at the end of every financial year.

Last audit report was received on March'14 for the year 2012-2013.

The audit of 2013-14 is due in March '15 and soon be processed. There is no such major audit objection (please check it from sidhu ...as what ever I got from suparna di all are same)

Form No. 10BB

Audit Report under section 10 23© of the Income Tax Act,1961, in the case of any Fund or Trust or Institution or any University or other educational institution or any hospital or other medical institution referred to in sub-clause (iv) or sub-clause (vi) or sub-clause (via) of section 10(23).

- i. We have examined the Balance Sheet as at 31st MARCH,2013 and the Income and Expenditure or Profit and Loss Account for the year ended on that date attached herewith of SARSUNA COLLEGE (name of fund or institution or any university or other educational institution or any hospital or other medical institution).

- ii. We certify that the Balance Sheet and the Income and Expenditure Account or Profit and Loss Account are in agreement with the books of account maintained by the head office at 4/HB/A, Ho-Chi-Minh Sarani, Kolkata-700061.
- iii. We conducted our audit in accordance with auditing standard generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement(s). An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.
- iv. Subject to the comments below :-
- (a) We have obtained all the information and explanation which to the best of our knowledge and belief were necessary for the purpose of the audit.
 - (b) In our opinion, proper books of account have been kept by the head office and branches of the above-named fund, or trust, or institution or any university or other educational institution or any hospital or other medical institution so far as appears from our examination of the books of accounts.
 - (c) In our opinion and to the best of our information and according to the information given to us, the said accounts read with notes thereon, if any, give a true and fair view—
 - (1) In the case of Balance sheet, of the state of affairs of the above-named fund or trust, or institution or any university or other educational institution or any hospital or other medical institution as at 31st March, 2013.
 - (2) In the case of Income and Expenditure Account or Profit and Loss Account, surplus or deficit or profit or loss for the year ended on that date.

P-225, C.I.T Scheme: VI(M)
Kolkata-700054
The 20th Day of March, 2014

For SOURINDRANATH CHAKRABORTY
& ASSOCIATES
S.N. CHAKRABORTY
Proprietor, CA Sourindranath Chakraborty

Membership No. 005509

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

The major sources of fund are UGC, SAAC, DST sponsored MRP in Department of Botany, Students, MLA – LAD for GIS lab and Higher education department sanctioned fund to purchase software in geography department. The funds are totally utilised and timely utilisation certificates are issued and sent to the funding agencies.

The deficit is managed by the revenue generated by conducting different competitive examinations, rent from BSSN, UBI bank, Canteen and Cheep store.

The Institution does not have the provision for the academic and administrative activities audit .

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

We applied for additional grant (Rs. 10 lakh) to state Govt. (SAAC). The grant has not been yet received.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Institute never conducted any kind of green audit of its campus and facilities.

7.1.2 The initiatives taken by the college to make the campus eco-friendly

Plantation

Students' Union of Sarsuna College through NSS unit has taken an initiative to give the college an eco-friendly atmosphere. With this noble idea the volunteers (students of our college) have planted about 200 plants around the college campus. Along with this many indoor plants are also taken into account. This involvement of the students gives all the stakeholders of our college a refreshing atmosphere. This activity will develop a sense of awareness towards environment among the students. Watering of these both outdoor and indoor plants regularly helps the students to inculcate among themselves a sense of social responsibility toward environment. It also helps to develop a sense of cleanliness towards the environment. Students of our college have done this job with great enthusiasm.

Cleanliness

Cleanliness programme are also taken into account by the Students Union of our college. Students volunteers of our college have cleaned the surrounding area of the college campus with the objective to make our college a pollution free environment.

Since students spend most of their crucial time in the college so it becomes the responsibility of every stakeholder to make the college campus free of pollution.

7.2 Innovation

7.2.1 Details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

1) The decision regarding *Rotational Headship* was taken in the apex body of our college i.e., in Governing Body and it was activated for the first time in the year 2013. This decision was taken only for those departments who have at least one full time teacher.

This decision was noble in the sense that it gives equal opportunities to all the full time teachers to develop competent attitude among them. It also helps to distribute the work load equally and helps to remove in discrepancies (if any) between teachers and also between teachers and students.

2) Very few department of our college (e.g., English Department) has developed their own email-id with the objectives that any departmental queries could be solved as early as possible. The respective department could understand their own problems and it could be solved in short period of time. With the formation of this id, students of the respective department are benefitted and they can communicate with their respective departmental teachers.

3) In the year 2014, Sarsuna College has formed a NSS unit with a basic objective to arouse and enrich the social consciousness of students.

Thalassemia camp was set up in our college campus with the objectives to make the students aware of this disease. It was done with the assistant of doctors from the renowned institution i.e., SCHOOL OF TROPICAL MEDICINES. This camp was set up periodically with some objectives. In the first phase it was organised to make the students aware about this disease. In the second phase, blood samples were collected to enquire about the numbers. These samples were taken from the students along with the teaching and nonteaching staff of our college. This camp gives us a great satisfaction as the students of our college are benefitted most. Along with the students, teachers and non-teaching staff of our college came to know about this disease. Parents of the thalassemia detected students are also invited so that they could know about the causes and the necessary steps for diagnosis of their children.

4) Free health check up camp for the students by renowned doctors totally free of cost was also performed by the college.

5) Education department of the college also took initiative to teach the kids leaving in nearby slum free of cost after the college hours. However the programme was stopped for high dropout rate and lack of interest of the slum dwellers.

7.3 Best Practices

7.3.1

1. Title of the Practice

- 1) Plantation and Cleanliness Programme
- 2) Health Camp organised by the students' union of and NSS unit of Sarsuna College.

2. Goal

1) The Programme of Cleanliness and Plantation :

These programme is done very frequently by the Students' Union of Sarsuna College with an aim to understand the importance of environment and to inculcate among themselves the practice of remains clean. This initiatives will necessary develop a sense of responsibility toward the environment, towards the society, awareness about the environmental pollution,develop competence required for group living and sharing of responsibilities, gain skills in mobilizing community participation;

2) Blood Donation Camp:

This camp has beenarranged last year by Students' Union of Sarsuna College.Blood donation is the best service to the human kind. By donating the blood, one helps the needy and may save a precious life.This initiative has a positive impact among the students.Through this camp volunteers have develop leadership quality and democratic attitude within them, helps to develop social responsibility among the students. This camp helps the students aware about their blood group also.Truly this initiative will have a great positive impact on the society.

3) Thalassemmia Camp

Sarsuna College NSS unit and Students' Union had organised Thalassemmia camp last year in our college campus with the objectives to make the students aware of this disease. Students along with the teachers and staff of our college are benefitted most.All the participants came to know about the causes of this disease and the measures that have to be taken when needed. Truly this was a noble task taken by our college towards nation building. As we all know that health is wealth so it is our prime responsibility to enquire about the diseases and its pros and cons. Therefore we think that our college has gone ahead towards nation development. Both students, teachers and non teaching staff through their combined participation get a sense of involvement in the tasks of nation building.

3. The Context

Blood donation camp which was organised last year by the Students' Union of Sarsuna College with the association of Health Point, a Blood Bank,is a challenging task before the students. This noble objective cannot be done forcefully. Regular counselling is needed so that they could voluntarily donate the blood to serve the purpose. Organisers were very careful about the needles that are to be injected to the human bodyas any

contamination may lead to deadly disease like AIDS. Special care is needed to avoid this contamination so that no infected bloods are stored in the Blood Bank. Therefore before this camp blood samples were taken to test HIV or Thalassemia. The students of our college have done this task successfully with the help of Health Point, a Blood Bank. If for some students the results come out negative, the parents are invited and made them aware of it. Identified students along with their parents are counselled in a separate event. They are told about the diseases, how it spreads and about the necessary steps taken to prevent further contamination. As most of the students of our college are coming from marginalised families and most of them are first generation learners, this noble initiative will be a great help for them. It develops a sense of responsibility towards the society. These are the first steps that were handled very carefully by the volunteers of the Students' Union of our college.

Another challenging task before the Students' Union is to remove the fear of needles. It is found that most of the students who are eager to voluntarily donate the blood are afraid of needle. Organisers have very successfully overcome this issue.

4. The Practice

NSS unit and Students' Union of Sarsuna College in association with the SCHOOL OF TROPICAL MEDICINES had organized a thalassemia camp last year. Our Teacher-in-Charge had officially inaugurated the camp and appreciated the efforts of the volunteers towards this noble cause. There was a great deal of enthusiasm among the students during the camp. It was the first time in our college and great many people comprising of students, teachers and nonteaching staff had participated. Refreshments, Certificates & Donor Cards were given to all the donors. It is undoubtedly a noble task by the students to come forward to organize such events of social benefit.

However this camp was a challenging task before the NSS unit and Students' Union of our college. It is because of the fact that most of the students do not have the sense of awareness about this disease. They are very much ignorant and did not take it seriously. They do not even have the inquisitiveness about the programme. For them they come to college to serve the purpose of education. Even if the organisers are able to gather the students they are not at all ready to give sample of their blood to test for the disease. They are of the opinion that they are young and there is no chance to have this disease within themselves. Moreover the parents of the thalassemia identified (about 5%, mainly carrier) students were not very much informative about this disease. After this camp, the situations have changed. Students now have acquired

responsibility towards their health, towards the health of the society. Parents of thalassemia identified (mainly carrier) students were regularly counseled and now they are very much aware of this disease.

Definitely, this task was a challenging issue before the organisers and they are able to overcome these hurdles. The attitudes of the students towards this health camp have now changed.

Today everyone is talking about Human Development Index (HDI). In today's world a nation is developed if this HDI has highest value. This HDI is nothing but the index of three items- income, education and health. So health is one of the constituents for the development of the nation. So if this health is ignored a nation could not be developed. A healthy student and a conscious students could only take the nation towards the path of development.

Definitely, through these type of programme students have developed skill within themselves and attitudes towards community. The outcome of a nation depends on a persons skill and attitudes. At the lower level skill cannot help to generate greater output per worker than the higher level skilled workers. Therefore the rate of social progress and development depends naturally on the level of education. The higher the level of education is, the faster the socio economic, political and cultural could take place.

5. Evidence of Success

It is no doubt that organising a health camp is a noble task by the Students' Union and NSS unit of Sarsuna College. All the participants consisting of students, teachers and nonteaching staff had actively participated in this programme. Volunteers had worked enthusiastically to make this programme a great success. Great success in the sense that during the ongoing process volunteers had to overcome many challenges. The first and most important challenge was the students' participation ratio. This ratio was likely to be lower in the sense that most of the students possess a negative attitude toward such type of events. The percentage of absenteeism was also lower during this period. Another most important problem that the organisers faced was shortage of fund. Mainly due to this problem, the organisers could not conduct the programme at a large scale. About 17% (comprising both Blood Donation camp and Thalassemia Camp) of the total stakeholders had participated actively in this programme and made it a success. Though the participation figure in this programme is not up to the mark however we would call it a success. This is because organizing the students in one cell is not an easy task for the organisers. Even if they succeed in this part they had to step back in organizing the

programme at large scale for financial crunch. However, at the end we could say that our students now have understood the positive impact about this programme. Most of the time they enquired about the next camp for such type of programme. If we now have an adequate fund then the organisers may conduct the programme at large scale.

6. Problems Encountered and Resources Required

This practice is no doubt a noble venture of the Students' Union and the NSS unit of our college. All the volunteers comprising students, teachers and nonteaching staff had participated actively and made it a great success. Success in the sense that all the volunteers faced massive hurdles to organise such events. During the process of on-going event it had become a general tendency of most of the students not to come to college. Most of the students are of the opinion that such practices are of no help to them. College are meant only for studies. If they feel any difficulties about their health they will go to any clinic for testing. They are of the opinion that no measures will be taken by the volunteers at the time of need. Moreover most of the students were not willing to give blood for testing. They were giving vague issues for not to give blood. To overcome such situations, volunteers had conducted a counselling centre before such events to counsel all those students who possessed negative attitude towards such events. This was first hurdle that the organisers faced. The next most important hurdle come from the side of those parents whose child was identified (about 5%) as the carrier of such diseases. The organisers also counselled all those parents and they were succeed in the process. Now they are benefitted most and their children are undertreatment. Such events made the students very active and had develop among themselves a sense of awareness. The last hurdle was the financial crunch in conducting such programme.

7. Notes (Optional)

Any other information that may be relevant and important to the reader for adopting/ implementing the Best Practice in their institution (about 150 words).

8. Contact Details

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