



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**SCOTTISH CHURCH COLLEGE**

SCOTTISH CHURCH COLLEGE 1 AND 3 URQUHART SQUARE KOLKATA-  
700006 WEST BENGAL INDIA  
700006  
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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Scottish Church College, a Religious Minority Institution under **Article 30(1) of the Indian Constitution and governed by the Church of North India (CNI)** is an affiliated college under University of Calcutta. **It is a grant-in-aid, co-educational college**

established by the first Scottish missionary to India, Rev. Dr. Alexander Duff, along with the pioneer of Indian renaissance, Raja Rammohan Roy, in 1830. Since inception, the college is poised and has pressed its mark towards providing liberal education with moral values based on the life and teachings of Jesus Christ, to generation of students, so that they can be intellectually sound, morally upright, socially concerned and spiritually oriented. The College is currently functioning under the able leadership of Dr. Madhumanjari Mandal, Principal and Dr. Supratim Das, Vice Principal. **The College has been recognized as 'College with Potential for Excellence' for the third time on 01/04/2015.** The college is currently preparing for Cycle 3 of NAAC Accreditation. In both previous Cycles, in 2004 and 2014, the college was awarded Grade 'A' Status. Our college is always known for innovative thinking and optimal utilization of its resources, as it has already initiated the process of rain water harvesting and utilizing the same for emergency fire-fighting in the premises. We have also installed solar panels to meet proportionate electricity requirements within the campus.

### Vision

**Empowering students to become intellectually sound, upright in values, virtuous and socially concerned**

**to contribute as future leaders of the Nation by fulfilling their academic passions through liberal education and spiritual zeal.**

## **Mission**

**To provide ideal learning environment conducive to a missionary approach wherein students from diverse social, economic and ethnic backgrounds grow together in mutual respect by integrating skills and values in a well-balanced curriculum imparted through high quality creative instructions to realize their highest potential.**

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- a. The College has a pool of qualified and dedicated faculty members and highly efficient support staff and a gamut of cream students coming from all corners of the society.
- b. The college has three hostels for the boy students and one hostel for the girl students.
- c. The college regularly conducts morning prayer, scripture classes, students' activity clubs to inculcate within students value education and engaging them to nurture their talents.
- d. Almost 60-80% of the students successfully join higher post graduation studies and a good number of students from the post graduate departments of Botany and Chemistry qualify NET examination.
- e. The college NSS unit functions very actively through conducting regular programmes.
- f. The infrastructure of the college- ICT enabled classrooms, well equipped laboratories, Instrumentation Centre, an air-conditioned Seminar Hall with state-of-the-art facilities, and a very resourceful library.
- g. The college playground with basketball and volley ball courts to promote games and sports.
- h. The College is a member of United Board of Christian Higher Education in Asia (UBCHEA) and receives a substantial amount of grant to conduct activities related to Environment, Faculty Development and Infrastructural Upliftment.
- i. The College has a registered Former Students Association (Alumni Association) which takes active part in the development of the college. Individually many departments have their own alumni associations which contribute towards the upliftment of the department.
- j. The college administration strongly assists in the overall development of the college and provides full support.

k. The college has been awarded grade 'A' by NAAC twice (2004 and 2014) and was conferred the status of College with Potential for Excellence [CPE] (from 2007 to 2020).

l. The college maintains a lush green campus and has developed initiatives for solid waste management, e-waste management, generating solar power and trapping rain water for future use.

### **Institutional Weakness**

a. Being located in the heart of the city the college is strongly facing the problem of space crunch. This is aggravated by the Heritage status of the college which does not allow for any new construction in the premises. As a result of this, expanding the existing buildings both horizontally and vertically is a major impediment.

b. The socio-economic background of many of the students (some of them are first- and second-generation learners) admitted in the College lacks competencies in the medium of learning i.e. English. Although they are quite sound in their academics, they find it difficult to cope with the subject particularly in the first and second semesters. This leads to an unsatisfactory level of performance.

c. Many of the senior faculty members lack proper training on ICT enabled mode of teaching. This has created problem to successfully implement a blended mode of learning, particularly in the current Pandemic situation.

d. The ICT capabilities of the non-teaching staff lacks in some cases.

e. Socio-economic condition of some of the students affect their learning, specially in the online mode, as many find it difficult to manage the continuous expenses on internet usage and procuring learning gadgets.

### **Institutional Opportunity**

a. With an extremely rich pool of staff and students the college has got potential to introduce various diploma and certificate courses.

b. The college aims to expand its collaboration with various institutes both at the Regional level and at the National/ International levels.

c. The college plans to introduce programmes on Service Learning with the assistance of UBCHEA to promote an environment of Whole Person Education which is in tune with the mission and vision of the college.

d. With an excellent faculty, the college aims to develop more on research activities by applying for DBT-STAR programmes and by facilitating the staff through financial assistance and collaborations.

e. The college aims to continue its commitment toward society by engaging its staff and students more towards service to the society through more extension and NSS activities.

f. The college aims to make a complete green campus addressing issues like chemical waste management, ban on plastic usage and adopting other environment friendly measures. The college has already adopted solid waste management, e-waste management practices and energy and water conservation measures.

- g. The college expects higher enrolment in MOOC courses in future.
- h. Research ecosystem shall be enhanced through more research projects and publications.
- i. The college shall initiate foreign collaborations through international student and faculty exchange programmes.

### **Institutional Challenge**

- a. The college is an age-old institution built in 1830. Maintaining its huge infrastructure and creating space to expand is the greatest challenge the institution is facing.
- b. To maintain the campus and running the institution the college needs to generate revenue.
- c. In the present pandemic situation the college is facing challenge to move on to a blended form of learning.
- d. Motivating staff and students to adopt the concept of Service-Learning.
- e. Pursuing government to sanction teaching and non-teaching posts as per rule.
- f. CBCS curriculum introduced by Calcutta University in 2018 increased the administrative workload of the teachers which eventually affect the quality of teaching.
- g. Inadequacy of time to offer new certificate courses.
- h. The full potential of Alumni is yet to be utilised.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Scottish Church College is an affiliated college under University of Calcutta. The college strictly adheres to the curriculum as specified by the University. The University has introduced CBCS programme for BA, BSc, BBA from 2018 and for BCom from 2017. The Teacher Education is the only course which is not yet under CBCS pattern (it is guided by NCTE regulations and regulations of the University).

The college has conducted feedback on the curriculum from time to time to have a view of the stakeholders and the action taken report is referred to the members of UG and PG board of studies for necessary follow up in the university meetings. Regarding academic calendar the college follows the academic calendar as specified by the university and as and when university notifies about form fill up, examination schedule, the same is communicated to the students by notification.

The college has signed MoU with the West Bengal State University & SHER (NGO) to introduced **Certificate Course** on Biodiversity conservation in changing climates from the session 2018-19. The first course was held

in 2019-20 session and with ISTEAM Research Pvt. Ltd. for training of BEd students to facilitate placement in 2021. The teachers of the college regularly participate in the paper setting-moderation, evaluation, and 5 teachers were involved in the process of curriculum design for the certificate course. 7 teachers are presently the members of Board of Studies in university and till 2018 all the teachers of the departments of Botany and Chemistry were members of Postgraduate Board of Studies.

### **Teaching-learning and Evaluation**

The teaching-learning and evaluation system in the college aims towards creating **Whole Person**.

The entire admission process is carried out fully in online mode.

The college is one of the most sought-after higher education institutions in the state and it is very much evident in the demand ratio of the programmes.

The average enrolment percentage during the assessment period is above 80.75%.

The college management gives utmost importance in filling up vacancies against sanctioned posts to maintain a decent student-teacher ratio. **The ratio for the latest completed academic year is 16 : 1.**

The average teaching experience of the college is 13.63 years.

The mentoring policy of the college ensures that all full-time faculties are engaged in the mentoring activity.

Since the students are heterogeneous with respect to their learning abilities and socio-cultural background, the college adopts various learning and evaluation strategies like peer teaching, field-based projects, remedial classes etc.

On and from 20th April 2020, the faculty extensively use the Learning Management System which was launched to cope with the difficulties during the Pandemic.

The IQAC core committee has prepared the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) on the basis of the learning objectives mentioned in the university syllabus. All the UG and PG departments have prepared the Course Outcomes (COs) of all the courses offered.

The average percentage of full time teachers against sanctioned posts during the assessment period is 100% and more than 57% of full time teachers have PhD as their highest qualification.

The internal assessment is carried out on the basis of students' attendance, writing skills (project assignments), presentation skills (students' seminar; peer teaching) and knowledge levels (internal assessments).

Grievances related to examination are dealt with special care. Any grievance during the examination is first addressed by the Examination Committee consisting of the Vice Principal of the college, and some teachers along with non-teaching staff; and if necessary referred to competent authority for further measures.

Result analysis is done at department level. The average pass percentage for last five academic year is 95.07%.

## Research, Innovations and Extension

The College encourages quality research in numerous ways and many of the faculty members have engaged themselves in serious research.

Although strictly not in the span of the present evaluation period, it is worth mentioning that a cryogenic lab for research in nanomaterials was set up (in June 2015) under a Rs. 0.54 crore DST sponsored project by one of the faculty members and is unique among Kolkata colleges. Many faculty members have started guiding research students among which 2 have already completed their Ph. D. Many of the research papers published by faculty members in highly acclaimed international journals with high impact factors greater than 2. These facts are indicative of the high quality of the research work undertaken by the College faculty.

A faculty research grant has been recently introduced whose funding (Rs.1,00,000) is entirely by the College.

A synopsis of the research activities of the faculty members during the span of the evaluation (2016 – 2021) is outlined below.

Research Grant received during the period- Rs. 33.49 Lakh

Research papers published in UGC listed journals- 110

Number of books published- 100

Number of Faculty members serving PhD Guides- 7

Number of PhD registered students- 10

The College NSS unit and many departments on a regular basis involve the students in various extension activities in and around the neighbourhood. The NSS adopted slum with whom the volunteer students work tirelessly whether with respect to their health check-ups, charitable donations and culturally engaging them in various programmes. Remedial tutorial classes were also started in 2018 for the slum children twice a week. Apart from this, the NSS unit throughout the year conducts various awareness and Swachh Bharat campaigns since the launch of the programme. The students of Department of Teacher Education also take part in various community outreach programmes in collaboration with NGOs. The other academic departments participate equally to make students aware of gender issues, important international days like Woman's Day, Biodiversity Day, etc.

## Infrastructure and Learning Resources

The College has the heritage status with glorious architectural beauty. It is well equipped with seven different buildings with Wi-Fi facility **housing 58 classrooms**, laboratories (Physics, Chemistry, Botany, Zoology, Microbiology, Mathematics, Computer, Economics etc), sophisticated instrumentation Centre (Fluorescence Electron Microscope, Gel Doc, Cold Centrifuge, Laminar Air Flow hood, Lyophilizer etc), 3 modern Seminar Rooms, auditorium, studio with well equipped lecture capturing system, 3 classrooms with interactive boards, Tissue Culture Laboratory with a polyhouse for hardening of plants which are very crucial elements in learning.

The College has a very old Library with modern amenities storing more than 1,00,000 books and journals and use ILMS software is Libsys. The institution has subscription for NLIST (e-journals and books) and INFLIBNET (e-Sodhsindhu and e-Sodhganga). **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during last five years is Rs.7,00,809.49/**

The College has excellent infrastructure for sports and co-curricular activities. There is a play ground having an area of 15184.08 sqmt. The playground also has the facilities like Basket ball court and Volleyball court with flood light facility. An excellent gymnasium, yoga centre, table tennis boards, Carom boards and chess boards are there. The musical instruments like harmonium, guitar, synthesizer and Drums, auditorium room are used by Students' ACTivity Clubs.

Scottish Church College has a separate private static network from BSNL from 2015-16. The whole campus is WLAN connected with optic fibre cables. The College is currently going with FIBRO ULD 5999 plan, which provides 80 GB/day@ up to 70 Mbps under FTTH. It has 17 POE switches and has static IP address (117.147.65.47). An average of expenditure **excluding salary component for infrastructure augmentation during last five years is Rs.3,21,83,948.** An average percentage of expenditure incurred on maintenance of infrastructure (physical like generators, water purifiers, fire extinguishers, pest control, servicing of air conditioners, elevators etc and academic support facilities) excluding salary component during the last five years is 30.47% of the total budget.

New purchases and constructions and maintenance of the infrastructure of the institution is under a special office called **Senatus**.

### **Student Support and Progression**

Students are the most important assets of an academic institution and it's the primary duty of the institution to serve them to the best of its abilities. Keeping that in mind, Scottish Church College provides its students with a productive environment aimed at holistic education and nurturing the academic as well as extracurricular talents of the students. The Placement Cell works hard to guide the final year students in various career opportunities and placement drives are an annual feature in the campus. Along with the Placement Cell the departments also sometimes organize seminars with talks from academicians or men/ women from the industry to provide some much needed exposure to the students. Awareness regarding soft skill and health, including sessions on yoga, are organised on a regular basis to prepare the young minds for a healthy future. The College constantly provides encouragement for the development of sports and cultural skills of the students. The College Annual Athletic Meet is organised every year with a lot of enthusiasm where show their talents in various events from discuss throwing to long jump to races. The College also boasts of a Students' Activity clubs that organizes cultural programmes from debate to drama all year round. The students use this platform to hone their various skills whether it is in writing or painting or dancing or singing or photography. Annual Activity Day celebrates the birth anniversary of Swami Vivekananda with a whole day of cultural competitions and much fun. This is complimented by various celebrations on special days like Independence Day. The goal is to provide the students with every opportunity to explore their various talents in academics and beyond so as to graduate from the institution with a sense of fulfilment and satisfaction and preparation for a bright future where they can exhale in every quarter.

### **Governance, Leadership and Management**



Scottish Church College aims to impart liberal education pervaded by the universal principles, spiritual and moral values to produce intellectually sound, morally upright, socially concerned and spiritually oriented men and women to be of service to the nation. The Institution has perspective plans for its all-round development. These plans are designed and executed for the academic enrichment as well as non-academic skill development for the teachers, students and non-teaching staff keeping in mind the values embedded in our vision. The governance of Scottish Church College is aimed at decentralization and participative management. The college has implemented e-governance in the areas of administration, examination, finance and accounts. Student admission procedure is fully online to ensure transparency. The college has effective welfare measures for its teaching and non-teaching staff. Teachers are provided with financial support to attend conferences /workshops and the non-teaching staff is given festival advance and *Ex-gratia*, which they adjust in equal instalments at 0% interest. Scottish Church College research grant has also been initiated from 2020. Regular professional development training programmes are organized by the institution for teaching and non-teaching staff. The institution has Performance Appraisal System for teaching and non-teaching staff. The institution is continuously mobilising funds from International bodies, Alumni and donors apart from the usual grants received from the government for upliftment of the institution in infrastructure, environment and pedagogy. Regular internal as well as external financial audit is conducted to ensure economic transparency. Academic and administrative audit system has also been initiated. The college IQAC is highly dynamic and has initiated a number of quality initiatives like institutionalization of memorial lectures, seminars, skill enhancement programmes, collaboration with other institutions etc. The college is participating in NIRF for the last two academic sessions and has achieved position in rank band 101-150 in all over India, in the 2019-20 and 2020-21 sessions.

### **Institutional Values and Best Practices**

Scottish Church College is one of the oldest educational institutions in the city of Kolkata.

This integration between tradition and modernity is the distinctive feature that sets the college apart from other institutions. Our institution always aims to promote equal opportunities for men and women in the college and considers gender balance as of utmost importance. Our college has initiated the green campus program in order to support a sustainable and eco-friendly environment. The main objectives of these initiatives were promotion of environmental awareness based education, use of sustainable energy and energy efficient measures, comprehensive recycling and composting and green landscaping in the campus. The college implements practices like waste and water management, use of solar energy and LED bulbs as alternate energy sources towards establishment and maintenance of green campus.

Our college also aims to provide equal opportunity to everyone including persons with disabilities and hence provide facilities like ramps, rails, lifts and disabled friendly washrooms to ensure a barrier free environment for differently abled persons.

The college provides an inclusive environment for all the students and staff coming from diverse socioeconomic and cultural background.

The Institution has a prescribed code of conduct for students and staff which is monitored by special committees. The college also organises professional ethics programs for students and staff members, celebrates several national and international commemorative days, events and festivals throughout the year with an aim to inculcate human values among everyone.

One of the remarkable best practices of the college is running an informal school- '*Sabuj mon*'(fertile mind) for poor and underprivileged slum dwelling children in College ground at Bagmari. The school is mainly supported financially by teaching faculties of the college. Apart from remedial classes, the children are also encouraged to participate in various co-curricular activities. During pandemic situation the college teachers generously donated to support the families of these children throughout the entire lockdown period.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | SCOTTISH CHURCH COLLEGE   |
| Address                         | SCOTTISH CHURCH COLLEGE 1 AND 3<br>URQUHART SQUARE KOLKATA- 700006<br>WEST BENGAL INDIA |
| City                            | Kolkata   |
| State                           | West Bengal   |
| Pin                             | 700006  |
| Website                         | <a href="http://www.scottishchurch.ac.in">www.scottishchurch.ac.in</a>                  |

| Contacts for Communication |                         |                            |            |                  |                             |
|----------------------------|-------------------------|----------------------------|------------|------------------|-----------------------------|
| Designation                | Name                    | Telephone with<br>STD Code | Mobile     | Fax              | Email                       |
| Principal                  | Madhumanjari Mandal     | 033-23503862               | 9830075960 | -                | scottish.cal@gmail.com      |
| IQAC / CIQA<br>coordinator | Samrat<br>Bhattacharjee | 033-23505207               | 9830979957 | 033-0000000<br>0 | samrat@scottishchurch.ac.in |

| Status of the Institution |              |
|---------------------------|--------------|
| Institution Status        | Grant-in-aid |

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

| <b>Recognized Minority institution</b>     |  |
|--|--|
| If it is a recognized minority institution | Yes<br><a href="#">Minority Certificate compressed.pdf</a> |
| If Yes, Specify minority status            |  |
| Religious                                  | Christian  |
| Linguistic                                 | NA   |
| Any Other                                  | NA   |

| <b>Establishment Details</b>   |  |                                       |                           |  |
|--|--|---------------------------------------|---------------------------|--|
| Date of establishment of the college   | 13-07-1830   |                                       |                           |  |
| <b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>        |  |                                       |                           |  |
| <b>State</b>   | <b>University name</b>   | <b>Document</b>                       |                           |  |
| West Bengal  | University of Calcutta   | <a href="#">View Document</a>         |                           |  |
| <b>Details of UGC recognition</b>  |  |                                       |                           |  |
| <b>Under Section</b>   | <b>Date</b>  | <b>View Document</b>                  |                           |  |
| 2f of UGC  | 03-03-1956   | <a href="#">View Document</a>         |                           |  |
| 12B of UGC   | 03-03-1956   | <a href="#">View Document</a>         |                           |  |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |  |                                       |                           |  |
| <b>Statutory Regulatory Authority</b>  | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b>   |
| NCTE   | <a href="#">View Document</a>  | 04-12-2020                            | 12                        | NCTE has not mentioned any period of validity We have given as inputs need to be given |

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

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

| <b>Location and Area of Campus</b> |   |                  |                             |                                 |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>  | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | SCOTTISH CHURCH COLLEGE 1 AND 3 URQUHART SQUARE KOLKATA- 700006 WEST BENGAL INDIA | Urban            | 2.15                        | 8434.46                         |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BSc,Botany                      | 36                        | Higher Secondary           | English                      | 30                         | 24                             |
| UG  | BA,English                      | 36                        | Higher Secondary           | English                      | 55                         | 53                             |
| UG  | BA,History                      | 36                        | Higher Secondary           | English                      | 55                         | 54                             |
| UG  | BA,Philosophy                   | 36                        | Higher Secondary           | English                      | 55                         | 31                             |
| UG  | BA,Political Science            | 36                        | Higher Secondary           | English                      | 65                         | 64                             |
| UG  | BA,Bengali                      | 36                        | Higher Secondary           | English + Bengali            | 40                         | 29                             |
| UG  | BA,Sanskrit                     | 36                        | Higher Secondary           | English,Sanskrit             | 50                         | 11                             |
| UG  | BSc,Chemistry                   | 36                        | Higher Secondary           | English                      | 50                         | 46                             |
| UG  | BSc,Computer Science            | 36                        | Higher Secondary           | English                      | 30                         | 28                             |
| UG  | BSc,Economics                   | 36                        | Higher Secondary           | English                      | 60                         | 57                             |
| UG  | BSc,Mathematics                 | 36                        | Higher Secondary           | English                      | 70                         | 69                             |
| UG  | BSc,Microbiology                | 36                        | Higher Secondary           | English                      | 30                         | 30                             |
| UG  | BSc,Physics                     | 36                        | Higher Secondary           | English                      | 50                         | 49                             |
| UG  | BSc,Zoology                     | 36                        | Higher Secondary           | English                      | 30                         | 28                             |
| UG  | BCom,Commerce                   | 36                        | Higher Secondary           | English                      | 50                         | 50                             |
| UG  | BBA,Business Administration     | 36                        | Higher Secondary           | English                      | 45                         | 44                             |

|    | ation                 |    |                  |                 |    |    |
|----|-----------------------|----|------------------|-----------------|----|----|
| UG | BEd,Teacher Education | 24 | Graduate         | English         | 50 | 50 |
| UG | BA,Hindi              | 36 | Higher Secondary | English + Hindi | 20 | 0  |
| UG | BA,Sociology          | 36 | Higher Secondary | English         | 20 | 0  |
| UG | BA,Physical Education | 36 | Higher Secondary | English         | 20 | 0  |
| UG | BA,Psychology         | 36 | Higher Secondary | English         | 20 | 0  |
| UG | BSc,Statistics        | 36 | Higher Secondary | English         | 20 | 0  |
| PG | MSc,Botany            | 24 | Graduate         | English         | 22 | 22 |
| PG | MSc,Chemistry         | 24 | Graduate         | English         | 33 | 27 |

### Position Details of Faculty & Staff in the College

| Teaching Faculty  |           |        |        |       |                     |        |        |       |                     |        |        |       |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|   | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|   | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 42                  |        |        |       | 27                  |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 16                  | 26     | 0      | 42    | 12                  | 13     | 0      | 25    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 2                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 42                  |        |        |       |
| Recruited   | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 15                  | 27     | 0      | 42    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 34           |
| Recruited   | 32          | 2             | 0             | 34           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 56           |
| Recruited   | 51          | 5             | 0             | 56           |
| Yet to Recruit  |             |               |               | 0            |

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

### **Qualification Details of the Teaching Staff**



| Permanent Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD       | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 13                  | 18     | 0      | 9                   | 23     | 0      | 63    |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 2                   | 10     | 0      | 12    |
| PG                    | 0         | 0      | 0      | 1                   | 2      | 0      | 15                  | 15     | 0      | 33    |

| Temporary Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD       | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

| Part Time Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others |       |
| D.sc/D.Litt/LLD       | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

| <b>Details of Visting/Guest Faculties</b>                         |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|   |             | 1             | 8             | 0            |

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

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG               | Male   | 690  | 10                                | 0                   | 0                       | 700          |
|                  | Female | 0  | 17                                | 0                   | 0                       | 17           |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| PG               | Male   | 15   | 0                                 | 0                   | 0                       | 15           |
|                  | Female | 34   | 0                                 | 0                   | 0                       | 34           |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 36            | 67            | 64            | 62            |
|  | Female | 41            | 65            | 79            | 65            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 5             | 13            | 17            | 24            |
|  | Female | 9             | 22            | 15            | 19            |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 169           | 201           | 189           | 209           |
|  | Female | 206           | 252           | 243           | 269           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 49            | 30            | 62            | 54            |
|  | Female | 74            | 62            | 54            | 62            |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>589</b>    | <b>712</b>    | <b>723</b>    | <b>764</b>    |

## Extended Profile

### 1 Program

#### 1.1

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

| 2020-21                              | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 375                                  | 375     | 375                           | 375     | 375     |
| File Description                     |         | Document                      |         |         |
| Institutional data prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

Number of programs offered year-wise for last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 24      | 24      | 24      | 24      | 24      |

### 2 Students

#### 2.1

Number of students year-wise during last five years

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1761                                    | 1979    | 1976                          | 1860    | 1969    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 455     | 455     | 517     | 531     | 561     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 667     | 678     | 622     | 648     | 624     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 3 Teachers

### 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 69      | 69      | 69      | 70      | 70      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.2

#### Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 69      | 69      | 69      | 70      | 70      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 61****4.2****Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)**

| 2020-21     | 2019-20     | 2018-19     | 2017-18     | 2016-17     |
|-------------|-------------|-------------|-------------|-------------|
| 252.4805984 | 327.5876382 | 319.9815087 | 309.2854519 | 376.2658462 |

**4.3****Number of Computers****Response: 217**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

Efficacy of curriculum development ensures listing of topics, sequence of topics, clarity, accuracy and appropriateness of topic presentation. The institution ensures emphasis on topic delivery, completing in proper frequency with depth and pace. The faculty makes sure that the overall structure is integrated, interdisciplinary and focus is on conceptual ideas. Here stress is given on analytic approach, communication and proper reflection.

Here the professional development of the teachers is ensured. Importance is given to class size and preparation allotted per class. There are practices of internal assessment in the institution. Further care is given to the language proficiency of the students. Again, by conducting parent-teacher meeting, parental involvement in the wards' progress is duly considered.

The faculty helps the students to find the relevance in learning. The institution ensures that the students demonstrate the talent by conducting debate, extempore. Stress is on developing new skills to enable the students to achieve success.

The institution takes care to ensure that there is holistic development meets the three **Rs'** in curriculum development, namely **rigorous, relevance and relationship**. This is to ensure that students can face the challenges of globalization, face competitions, integrate connections with the real world and develop life skills.

Here the practice is to ensure that students are the units in the learning development process. The faculty helps the students to identify critical topics for review, develop questions, planned enquiry and they share the learning process and content.

The faculty oversees the connectivity and interaction among students through processes to organize the skill of learning. Our students are able to tackle multi-levels of activity and challenges.

A time table is framed for all departments showing honours and general classes for second and third year as well as core courses, generic elective and ability enhancement compulsory courses for CBCS system. The time table indicates rooms, allotted teachers for classes indicated.

In case of post graduate departments (Botany and Chemistry) the time table shows both under graduate and post graduate classes effectively (time table attached).

The curriculum for undergraduate and post graduate courses is accordingly distributed among the faculty members and lesson plan is submitted herewith.

The syllabus for each year is effectively taught by the faculty members. But to enable students to the reference work and improve their power of expression, peer teaching is encouraged in classes to enable exchange of views and sharing of new information among students.

Students' seminar is conducted in departments where the students are given opportunity to speak on topics under their syllabus thereby encouraging them for an in-depth study of topics in the curriculum.

Several departments have the provision for Excursions/ Field trips/ Project work/ Internships where students gain an opportunity to link up their theoretical knowledge with practical experience. Thus, experiential learning occurs.

Summing up, students of this institution can assume authentic responsibility in their career through effective curriculum delivery.

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

#### **Response:**

The college, being affiliated to the University of Calcutta, follows strictly the Academic Calendar as prescribed by the University from time to time for conducting academic affairs like admission, registration, filling up of the form, internal examinations, final examinations including theory, practical, tutorial, viva etc. The respective notices can be found on the college webpage as well as with all the departments. A tentative period is mentioned in the college prospectus. The college has a timetable committee which drafts a Master timetable for the entire college, in accordance with which the departments prepare their own timetables. The timetable is handed over to the newly admitted students on the day of the first Assembly in the college. The college prospectus is also handed to the students (as well as displayed on the webpage of the college for easy reference) so that the students are aware of the Academic Session activities. This includes the subject combinations, CBCS details, fee structure etc. Also, a tentative schedule of the NSS Activities, Sports, Students' Activity Club activities are mentioned. The prospectus also focusses on the Library timings and all the Prizes and Medals including scholarships provided to the outstanding students. The list of holidays, vacations and working days are also included. The college holds Parent-Teacher meetings in each academic session. The dates are notified to the students as and when such is decided by the college authority in the Heads of the departments meeting. For field work the individual department conducts departmental meeting and fixes the dates. The students are informed accordingly.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional information | <a href="#">View Document</a> |

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



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

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

**Response:** 95.83

#### 1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 23

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 1.2.2 Number of Add on /Certificate programs offered during the last five years

**Response:** 2

#### 1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of Add on /Certificate programs                                    | <a href="#">View Document</a> |
| Brochure or any other document relating to Add on /Certificate programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

**Response:** 0.27

#### 1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 15      | 10      | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

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

**Response:**

The college is affiliated to the University of Calcutta and hence has to follow the syllabus/ Curriculum as laid down by the parent University. However, in each subject, wherever possible, classroom teaching integrates major social issues like gender, professional ethics, human values, environmental issues etc. in various ways within the parameters of the syllabus. Through student participation in seminars/ webinars these issues are addressed. (Refer to 7.1.1)

This can be illustrated with reference to some activities undertaken by some of the departments.

The English major syllabus includes texts like Kamala Das, Mahesh Dattani and the department organizes regular seminars and paper presentation around the concept of patriarchy which teaches students about gender equality, the evil of domestic violence and the need to develop values that would make them aware of progressive ideas as opposed to social norms that need to be discarded.

The Political Science Department organized a seminar where speakers were transgenders who presented a new perspective on inclusivity- an awareness that is very much needed.

Science departments like Botany, Zoology and Microbiology has wall magazines wherein students are encouraged to do research on a given environmental issue (health & hygiene, biodiversity conservation etc.) and make posters on the issue. Through class presentations also awareness on various environmental issues is being taken up. Through Environment Studies Project work the students gain practical knowledge on the environment and issues related to the environment. In United Board sponsored projects students have been involved in assessing floral and faunal diversity in the campus and environmental audit, water quality assessment in the campus. (Refer to 7.1.5 & 7.2.1)

Human values are communicated, discussed in Scripture classes and everyday morning assembly- where students speak on a focal theme. The Annual Retreat every year focusses on major moral/ social issues related to life. These occasions are a way of helping the student grapple with complex issues of existence and inculcate strong values that help them in later adult life.

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

**Response:** 6.4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 24      | 24      | 24      | 24      | 24      |

| File Description  | Document                      |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | <a href="#">View Document</a> |

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

**Response:** 46.85

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

**Response:** 825

| File Description  | Document                      |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | <a href="#">View Document</a> |

## 1.4 Feedback System

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

**Response:** B. Any 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View Document</a> |
| URL for stakeholder feedback report  | <a href="#">View Document</a> |

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

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

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

| File Description        | Document                      |
|-------------------------|-------------------------------|
| URL for feedback report | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 80.75

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 766     | 589     | 712     | 723     | 764     |

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 870     | 870     | 870     | 870     | 920     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 49.55

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 225     | 193     | 259     | 291     | 286     |

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

## 2.2 Catering to Student Diversity

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

#### Response:

On gaining admission, students are grouped together on the basis of their learning abilities

Advanced learners - The Advanced Learners are identified and then asked to attend debates, literary talk shows that help them gain exposure.

- The Departments assists these students to take up a Masters, JAM, IIT as well as entrance exams in various universities and institutes. Special guidance is also provided in the form of classes. entrance exams
- Home assignments and problems given to students who want to proceed not only with academics but also public service examinations
- Online study materials and self assessment lessons are provided to the advanced learners.
- Student Seminars are organised to enhance research interest of the students along with Extension Lectures on different academic fields by bringing in the best academicians.
- Workshops are organised in the college with students and professors of other colleges to share knowledge and improve on the current trends of education.
- The students are encouraged to participate in Seminars, Workshops and Competitions in other colleges and universities. This will enable them to get a different exposure and help them to gain an insight into the curricula of other universities.
- Quiz Contests are organised to help students keep themselves abreast of the latest developments in their subjects.
- The students are introduced them to the Government and non government free book archives like DSPACE, Archive.org, DLI etc.
- Multivariable Regression Models and Special Topics are discussed that helps students for various competitive examinations.
- Peer teaching in the form of presentation is undertaken with a view to help the students take up the role of a teacher and learn to present a topic in front of a class.
- Preparation of project report on the basis of field survey helps the students to train themselves for Research Methodology in future cases
- Sub groups are made and the advanced learners are given more responsibility to lead the group academically; it facilitates partnerships and fosters group learning.

#### Slow Learners-

- Remedial classes and model answers to selected problems help the slow learners.
- Level-up Course for first year students to fill the gap between school and college studies are organised to help the slow learners.
- Audio visual shows to arouse interest among the slow learners
- Mock tests are arranged and practice classes (in practical subjects) are organised before the final examination that can help the slow learners to deal with the syllabus
- Slow learners are subject to a process of regular evaluation through written and oral tests. They are

assigned a regular homework that helps the teachers to monitor their overall progress

- Arranging extra theory and practical classes beyond regular routine and sometimes taking special tutorials benefit the slow learners.
- The slow learners are assisted in discussing Lab Quiz questions and supplying model answers; this helps them to cope up with the class.
- Finally, personal counselling by teachers regarding Academic and non academic inconveniences faced by a student or by groups of students goes a long way in boosting the self-confidence of the slow learners.

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

**Response:** 25.52

## 2.3 Teaching- Learning Process

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

**Response:**

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences. The approach focuses on the following:-

Students are encouraged to participate in peer-teaching in both offline and now online mode. This is one of the first steps in student-centric learning.

Extension-lectures are organized where academicians from other colleges and universities are invited to deliver lectures. This enables students to have a wider exposure to other institutions and their teaching methods.

Inter-college Quiz competitions and programmes like Mock United Nations, Youth Parliament train the students for speaking on a variety of topics.

Film shows are organized by some Departments to enable students to come forward and ask, critically evaluate and enquire on topics which may or may not be strictly related to their curricula. Drama Workshops are organized by the Language Departments that bring out hidden talents and break stage –nervousness.

There is a Students' Wall Magazine, *Kheyal Pata*, that brings out the talent and creativities of the students. The students contribute articles, poems, photographs, memoirs etc. A number of departments like History, Bengali, Zoology, Teacher Education etc also encourage students to maintain departmental wall magazines as well.

A Career-Counseling Cell exists for the students, especially for the Final Years – It assists them in searching for placements and informs them of the latest opportunities

Focus is on the development of a holistic approach to foster the all round growth of the students. Keeping

this in mind attempts are made to go beyond pure academics. Workshops are conducted on “Stress Management” that help students combat life-style issues with the help of psychological counselors.

Soft skill development is the need of the day – Many Departments invite experts to come and train the students to develop their soft skills.

Guidance is provided by all the Departments for writing projects that are a vital aspect of the University Curricula.

Regular long and local excursions for students of Botany Department for the study of plant taxonomy and plant ecology on different regions of India and also botanic gardens and institutes are carried out. Project work is regularly done by the Science students of the Post-graduation Departments and supervised by departmental faculties on applied and basic disciplines of plant science. Special training on biotechnological aspects such as mushroom cultivation, tissue culture and instrumentation is conducted by the department.

Field Excursion conducted for students of Zoology Department to National Park or Sanctuary or Biosphere Reserve, which help the students to learn the various conservation strategies, in-situ, for animals and plants. This forest study help students to understand the importance of forests. This study provides them the idea about the status of different animals on the ecosystem and also the need of conservation of the threatened or endangered species.

Students of the Department of BBA, takes up major project based on their internship, upon which they conduct independent survey and research work to find out certain predefined objectives. These activities induce independent thinking and analytical ability in them.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

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

#### Response:

Today’s age is also the age of information and technology. Now information and technology is popularly used in educational field for making teaching learning process successful and interesting for both students and teachers.

At Scottish Church College, most of the teaching faculties use ICT for enhancing their teaching skills. The college has more than 8 technology enabled classrooms where teachers use PPT, videos, movies, document viewers to show manuscripts, maps etc on a regular basis. Many teachers have their own website and Google Classrooms where they share assignment with the students. To update the teaching faculties the college regularly sponsors faculty development program to train the teachers with the latest ICT tools.

For effective implementation of certain student centric methodologies such as project-based learning which puts the students in the role of active researches, technology becomes the appropriate tool. Thus in our



College teachers are trying to adapt to this role as a facilitator rather than as mere instructor for imparting quality education.

The faculty of the College effectively uses platforms like SWAYAM for not only teaching but also to update themselves through various on line courses offered there.

The COVID-19 pandemic has affected societies around us and permanently reshaped all sectors of the society as it continues to unfold. The pandemic situation has disrupted higher education sector as well. Needless to say the pandemic has transformed the centuries-old chalk and talk teaching model to the one driven by technology. The current disruption in the delivery of education is pushing policymakers to think about new ways of teaching-learning while ensuring inclusive e-learning solutions and tackling the digital divide. A new aspect that has been added to e-learning is blended learning which attempts to seek the advantages of online learning and traditional learning simultaneously. Blended learning is a mix of classroom, self-directed, synchronous, and asynchronous approaches designed to optimize the learning of the subject matter and learners. On and from 20th April 2020, the Learning Management System (LMS) was launched and ready for use specially to cope with the difficulties faced during the Pandemic. For distributing notes, study materials, conducting tutorials, etc. all faculty members started using LMS.

**Teaching Strategies in blended mode adopted by Scottish Church College:**Both synchronous and asynchronous methods are adopted to facilitate students. Every week (at least 8 hours by each teacher) synchronous classes are taken. A topic is chosen for a week and all materials (learning resources, videos, etc) are provided beforehand to students through College LMS and a brief overview of the topic is provided. In the synchronous class in G Meet, a short quiz is conducted to know whether the students have gone through the materials or not. The facilitator discusses the topic and additional materials are provided. Asynchronous task which is provided, which the students are expected to complete within a stipulated time is explained and discussed. In the next class, the assignment is again discussed and feedback is provided by the facilitator.

| File Description  | Document                      |
|---|-------------------------------|
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | <a href="#">View Document</a> |

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

**Response:** 17:1

#### 2.3.3.1 Number of mentors

Response: 102

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

| 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years |                               |
|--|-------------------------------|
| <b>Response:</b> 100   |                               |
| File Description   | Document                      |
| Year wise full time teachers and sanctioned posts for 5years(Data Template)                        | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI                                       | <a href="#">View Document</a> |

| 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count) |                               |         |         |         |
|---|-------------------------------|---------|---------|---------|
| <b>Response:</b> 85.64  |                               |         |         |         |
| 2.4.2.1 Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years                                   |                               |         |         |         |
| 2020-21   | 2019-20                       | 2018-19 | 2017-18 | 2016-17 |
| 63  | 64                            | 62      | 57      | 51      |
| File Description  | Document                      |         |         |         |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)                  | <a href="#">View Document</a> |         |         |         |
| Any additional information  | <a href="#">View Document</a> |         |         |         |

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

**Response:** 21.33

#### 2.4.3.1 Total experience of full-time teachers

Response: 1472

| File Description  | Document                      |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

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

**Response:**

Continuous internal evaluation is a vital aspect of classroom teaching. It is rigorously undertaken in an effort to bring out the best in the students. In today's diverse classrooms, the teachers devised different ways of assessing students. As Scottish Church College is an affiliated college under University of Calcutta, we are not in a position to design the summative assignments. We have to abide by the end semester assessment pattern as laid out by the University of Calcutta. However, as part of teaching-learning process, Formative assessment is designed keeping in mind the digital pedagogy. MCQ type quiz in Google form are conducted weekly. Group projects are planned to encourage higher order learning.

The following are some of the various ways in which evaluation is carried out:-

Oral question answer sessions; Class tests; Midterm tests; Re-test or supplementary tests when students fare badly at a given test thereby giving them another chance of improvement; Assessment through viva voce; Day to day assessment on class performance; Regular students' feedback are taken through a standard questionnaire including questions on methods of evaluation. Their feedback is discussed in the periodic departmental meetings and incorporated accordingly. Annual Parent teacher meetings are held. The parents are shown the answer scripts of the tests and updated about the student's performances. Communication with parents of students whose performance is below average. This helps to ascertain the causes of under-performance. Continuous internal evaluation system is reformed to judge experimental skill, ability of independent thinking, preparation for final University examinations, preparation for entrance examinations for higher studies. This is supplemented with a continuous evaluation of students through interaction in laboratory and theory classes. Occasionally surprise tests are conducted and the papers of the students are checked and corrected by other fellow students without knowing the identity of the concerned student, though the whole process is monitored by the faculty. This enables them to learn from others and correct their own mistakes.

Apart from this all the Departments carry out the process of Informal Observation. The students are monitored during class and mentoring sessions to identify their learning needs and progress.

Another way of bringing about a reform in the evaluation process is continuous self-assessment. All the Departments practice it at one level or another. This gives the students an opportunity to assess their own learning and reflect on the progress they are making. They can identify the gaps in their skills or

knowledge, revise their work and set realistic goals. This also enables students to stay motivated and interested in their own learning. These are some of the ways that are attempted to reform the evaluation process.

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

#### **Response:**

Being an affiliated college, the end/mid session/semester examination for the undergraduate as well as postgraduate programmes are conducted under the guidance and regulation of the University of Calcutta. The online form fill up and generation of the admit card for appearing in the examination is through the affiliating university's web portal. Usually, Examination Committee consisting of the Vice Principal, and some teachers along with non-teaching staff is responsible for conducting the examination where students give examination in away-Centre. However, during the pandemic, the examination modalities have been completely shifted to the online mode and for successful execution of the whole process, both teaching and non-teaching staff of the college perform the duties with a great sense of responsibility. After the exam, evaluation of the papers is done by the subject teachers through evaluation process under the directives of the affiliating university.

Grievances related to examination are dealt with special care. Any grievance during the examination is first addressed by this committee and if necessary referred to competent authority. If any discrepancy or grievance is found, proper measures are taken regarding registration, Form-fill up, distribution of admit cards, mark sheet, appeal for scrutiny and reassessment of marks. All these are done in the university portal through the college and the examination committee members. The Vice principal forwards most of the applications addressed to the controller or registrar of the university regarding any grievance or discrepancy regarding evaluation of achieved marks.

After the publication of the examination result by the university, the students can apply for reassessment or scrutiny in any number of papers through the university web portal by paying the requisite fees. If the student is still unsatisfied, he/she can apply for a copy of the answer scripts as per the RTI act. The college has efficient staff members to handle the examination related issues in a transparency and efficiency manner within stipulated time.

For internal evaluation and test examinations, evaluated answer scripts are shown to the students. This minimizes the test related grievances.

Apart from the above, the college has both online and offline feedback mechanism through which the students can submit their grievances. The instant feedback system also enables the authority to connect with the students' grievance and complaint without disclosing the identity of the student.

## **2.6 Student Performance and Learning Outcomes**

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

#### **Response:**

Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students

Two academic programmes are run by the college-

1. The Undergraduate programme - B.A.; B.Sc.; B.Com.; B.B.A. and B.Ed.
2. The Post-graduate programme - M.Sc.

The sequence of Higher education levels are -Undergraduate-Postgraduate-Research-Job oriented learning and its implementation in various jobs and inventions in the welfare of man and Nation.

The Undergraduate as well as Postgraduate programmes aim towards the success of students in Research, Inventions, Industrial jobs and contributions in Nation building and in the interest of the Globe.

### **UG PROGRAMME IN HUMANITIES:**

UG programme in Humanities enhances the students' ability in Cultural aspects, sense of Literature, History, Politics, Religious devotion and ethical qualities. It also upgrades the students to acclimatize in the changing scenario of the above fields with critical evaluation. Our college with its running programmes has been trying its best to deliver the above responsibility with its well skilled and experienced faculty members.

### **UG AND PG PROGRAMMES IN SCIENCE:**

Both UG and PG programmes in Science train the students in scientific skill both in theory and practice. It develops their aptitude for Chemical and Material science, Astrophysical Science, Science of Nature, Environment and Biodiversity, Agricultural and Floral science, the Parasitological and Molecular aspects of life forms-its problems and solutions and the science of Economics and mathematical analysis.

The programmes have been instigating our students to secure skillfully their jobs as researchers and scientists in the institutes, teachers-both in schools and higher education institutes, administrators in government jobs as well as in private companies, personnel in industries, naturalists and in many other positions.

From the programmes, both UG and PG the learners develop their aptitude of individual planning, habit of working in groups, field survey, literature reviews, diligence and other skills which fit them in various spheres of life.

Besides the above University approved programmes the college allows some of the extracurricular programmes of multidirectional cultural activities, like, singing, dancing, photography, drama and national service scheme which bring the students closer to the society, at large.

### **Mechanism of Communication**

The college has clearly stated learning outcomes of the programmes and courses. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students:

- Hard copies of syllabi provided by the University of Calcutta and learning outcomes are available in the departments for ready reference to the teachers and students.
- Learning outcomes of the programmes and courses are displayed on the display board in each departmental class rooms.
- Soft copy of curriculum and learning outcomes are uploaded in the college website for reference.
- The importance of learning outcomes has been communicated to the teachers in HoD meetings of the college.
- The students are also made aware of the same through orientation programmes organised by the college and departmental tutorial meetings.

| File Description  | Document                      |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | <a href="#">View Document</a> |
| Upload any additional information                       | <a href="#">View Document</a> |

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

#### Response:

Procedure for attainment of COs:

Course outcomes are attained through direct and indirect methods.

Direct Attainment: We consider the following criteria in the direct Attainment:

Two Internal tests are conducted based on Cos. Class performance activities consisting of assignments / tutorials/experiments/quiz/any other activity related to Cos.

External exam marks are considered.

Indirect Attainment: In this method, we consider the feedbacks of students and parents and on the framed questionnaires.

The following table shows the three target levels: Low, Moderate and High attainment for direct and indirect methods

## Level Average Percentage Level

1 (Low) 41-50%

2 (Moderate) 51-60%

3 (High) 61% and above

Target level for attainment of Cos will be set based on average marks of that course in the previous academic year.

Attainment Level Calculation for each CO=80% of direct level + 20% of indirect level of that CO

**2.6.3 Average pass percentage of Students during last five years****Response:** 95.07**2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 660     | 676     | 577     | 598     | 572     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 667     | 678     | 622     | 648     | 624     |

**File Description****Document**

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

[View Document](#)

Paste link for the annual report

[View Document](#)

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.38

| File Description   | Document                      |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | <a href="#">View Document</a> |

NAAC



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 33.49

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 16.61   | 1.44    | 7.52    | 7.92    |

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

**Response:** 10.14

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 7

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

**Response:** 6.36

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 1       | 3       | 2       |

**3.1.3.2 Number of departments offering academic programmes**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 22      | 22      | 22      | 22      | 22      |

| File Description                              | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency       | <a href="#">View Document</a> |
| List of research projects and funding details | <a href="#">View Document</a> |

## 3.2 Innovation Ecosystem

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

#### Response:

The College encourages and nurtures quality research in numerous ways and many of the faculty members have not only engaged themselves in serious research, but continue to undertake high-quality work.

It is worth mentioning that a cryogenic lab for research in nanomaterials was set up (in June 2015) under a Rs. 0.54 crore DST sponsored project by one of the faculty members and is unique among Kolkata colleges. Many faculty members have started guiding research students among which 2 have already completed their Ph. D. and others nearing completion. The department of Botany has received Rs 24, 98, 657/- under WBDBT BOOST grant (2017-18) which has been successfully utilized to set up a sophisticated instrument laboratory with Florescence microscope, Spectrophotometer, Gel Doc, PCR, Lyophilizer etc. to facilitate research environment in the college. One patent has been filed by a faculty member from the Department of Botany. Faculty members regularly publish research papers in high quality indexed journals, and many of these were published in highly acclaimed international journals with high impact factors greater than 2.

Faculty members also participate and attend conferences regularly and make presentations and these, on more than one occasion, have resulted in a prize.

A faculty research grant has been recently introduced which sponsors two research projects, one each from Arts/Humanities and Science departments, every year whose funding is entirely by the College.

The College thus has and maintains a thriving research and innovation ecosystem for promotion, creation and transfer of knowledge.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 0

#### 3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                               | Document                      |
|--|-------------------------------|
| List of workshops/seminars during last 5 years | <a href="#">View Document</a> |

## 3.3 Research Publications and Awards

### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response:** 1.43

#### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 10

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

Response: 7

| File Description   | Document                      |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| URL to the research page on HEI website  | <a href="#">View Document</a> |

### 3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

**Response:** 1.04

**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17      | 15      | 14      | 16      | 10      |

**File Description****Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

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

**Response:** 1.44

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 25      | 11      | 18      | 25      | 21      |

**File Description****Document**

List books and chapters edited volumes/ books published

[View Document](#)

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

**Response:**

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

Scottish Church College understands that the life of a college and that of the community are inextricably interlinked. The **College NSS unit** is dedicated to improving the quality of life within campus and without by creating socially sensitive students who are vigilant about community needs. A wide range of programmes hosted by the NSS cover issues related to the environment, sustainable development, literacy

outreach, health care and other vital community needs.

Regular campus cleaning activities encourage the Swachhta Pakhwara Mission and foster awareness about sanitation and disease, including the dreaded dengue. Special camps are organised keeping in mind the realities of malaria and dengue, both vector borne diseases that ravage Calcutta and its surroundings every monsoon. In fact, with the launch of the Swachh Bharat movement in 2014, and in 2017-18 the Swachhta Pakhwada (1st to 15th August), NSS activities have closely followed these lines extending their activities in the neighbourhood.

Reaching out to marginal and vulnerable sections of society is also seen as an important step towards crafting a sustainable future. The College over the years has tirelessly worked towards improving the lives specially of children of slums in the neighbourhood of the College Sports field. The NSS unit regularly works in the adopted slums and with the children. On 20.03.2018, Remedial Tutorial Classes for these slum children was inaugurated as part of an outreach programme funded by UGC-CPE grant. These classes (every Tuesday and Saturday) were taken by the student volunteers. The Drama Club has also collaborated with the slum children and performed a street drama on air pollution in collaboration with ONergy (NGO) as a part of the Kolkata Clean Air project in the neighbouring Hedua Park on 8.05.2018. This was adjudged the best drama for the cause under consideration by the NGO.

Other camps address issues like environmental pollution, the scourge of AIDS, periodic health check up camps are organised. The NSS unit in collaboration with the Student Union (Council) hosts blood donation and Thalassemia detection or Health Check up camps every year within the campus.

The **Christian teachers and students of the college** often come together for socially relevant programmes. A theme based Annual Retreat is organised every year to provide students with a holistic approach to life and how to deal with various problems. The College also participates in programmes organised by the SCMI (Students Christian Movement of India) and AIAPCHE (All India Association for Promotion of Christian Higher Education).

The **Department of Teacher Education** also engages in various extension activities. Students often organise processions in the neighbourhood to increase awareness in relevant issues. These engagements go a long way in fostering social consciousness among the students. Regular social service activities are organised by the Department in association with Hathkhola Medical Bank, a reputed NGO in north Kolkata.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | <a href="#">View Document</a> |

### 3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response:** 56

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7       | 12      | 14      | 17      | 6       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the event organized   | <a href="#">View Document</a> |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | <a href="#">View Document</a> |

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

**Response:** 23.11

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 148     | 400     | 603     | 765     | 301     |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |

### 3.5 Collaboration

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

Response: 2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 1       | 0       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of related Document  | <a href="#">View Document</a> |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | <a href="#">View Document</a> |

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

Response: 2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| e-Copies of the MoUs with institution/<br>industry/corporate houses   | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of<br>national, international importance, other universities<br>etc during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

Scottish Church College is well equipped with buildings, classrooms, laboratories, and equipments-education infrastructure which are very crucial elements in learning. It has provided well equipped furnished laboratories for basic sciences separately and other departmental laboratories. Primary source data were also collected, e.g. on infrastructure conditions, classrooms and laboratories. Scottish Church College has provided a well-equipped fully automated library consisting more than 1,00000 volumes of books and adequate number of journals. Besides college has student's hostels, gymnasium, residential quarters for staff. It has also a well-furnished seminar hall, examination rooms (for examination related work), Museum (Botany and Zoology) and common rooms for boys and girls separately.

The college provides 8 computer labs having 217 computers approximately in total for the benefit of students. The college provides 61 ICT enabled and 10 smart classrooms for students. The college houses 20 classrooms with LCD facilities. Recently the college has constructed a new building (Jubilee Building) which houses several classrooms. The entire college campus is completely wifi enabled for all staffs and students. A recording room has been created for recording of lectures. The College has taken several initiatives during recent years to enhance infrastructural facilities, which includes construction of a new building for science and humanities department, infrastructural facilities for digitization and scanning of books, computers and other advanced electronic devices for the staff and students, up-gradation of laboratories, etc. The faculty members as well as students are involved in active research. The Science departments have procured several sophisticated instruments from different research grants and post graduate funds. To mention a few, the College owns are Infra red spectrophotometer, Laminar Air Flow instruments, Cold centrifuges, UV- Vis spectrophotometers, Thermocyclars, Fluorescence Microscope, Gel Doc, Lyophiliser, Spectrum Analyzers, Vacuum pumps, Nano - voltmeter, Lock in amplifier etc.

Thus the college has made an substantial overall expenditure including salary amounting to Rs 193958506.93 in the year 2020-21. The expenditure incurred excluding salary by the college in the year 2020-21 is Rs 25248059.84.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:**

Scottish Church College, Kolkata has not only flourished as a centre for excellence in education, but provides couple of facilities for sports, games and cultural activities.

1. Cultural Activities :-

2. Activity Club: - The College has a record of various cultural activities. Each of the clubs was to observe activity day each year in which a number of students take part while the position holders are given certificates by the teachers who act as judges. All the students of different years are given options for becoming members of the different clubs. The average registered students of each club are approximately 30 registered students.

3. Auditorium:- College has its own well equipped auditorium, named Mani Lal Bhowmik Auditorium for cultural activities established in the year of 2000. It has a sitting arrangement of 175 in the ground floor and 73 in the balcony. It has a carpet area of 133.905 sq.mt. The rate of use of this auditorium is approximately 14 days and approximately 63 hours per year.

4. Sports, games (indoor, outdoor) :-

Scottish Church College has a beautiful play ground (area of play ground 15184.08sq meter) where different teams of college students use to practice Khokho, Kabaddi, Cricket , Football (ground area 6750sq meter), Basket ball (court area 420 sq meter) and Volley ball ( court area 162 sq meter) as outdoor games under able supervision. In the field of indoor games our college has facilities of carom and table tennis separately in Girls' and Boys' Hostels.

List of sports equipments available in the play ground:

1. Football
2. Volleyball
3. Basketball
4. Khokho pole
5. Cricket bat, ball and wicket
6. Cricket gloves and helmet
7. Cricket pads
8. Badminton Racket and Cock
9. Table tennis board, bat and ball
10. Carom board
11. Jersey and Pants for Cricket, volleyball, football, basketball and khokho

( Athletics)

1. Shotput ball
2. Discus
3. Javelin
4. Relay baton
5. Starting block
6. Measurement tape

1. Gymnasium:- The carpet area of the gymnasium is 1525 sq.mt.

The college has a well equipped gymnasium in which following facilities are available like Trade mill, Cycle, Sixteen Station, Gym ball, Stepper etc. This was established in the year of 2016. The gymnasium

has total number of 40 registered candidates approximately and have separate time table for female and male students with separate female and male trainers. More or less 12 candidates used to attend the gym regularly and a registered is maintaining for entry of the gymnasium.

E. Yoga Centre: - The college also provides opportunity for yoga practice particularly in B.Ed section. The carpet area for Yoga Centre is 62.70 sq.meter.

F. The college has Badminton court for students.

1.Sports Facilities in hostels - In college hostels there are provisions for both outdoor and indoor games like football, cricket, badminton, carom, table tennis .

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 29.51

##### **4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 18

| File Description  | Document                      |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

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

**Response:** 45.34

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

| 2020-21    | 2019-20    | 2018-19     | 2017-18     | 2016-17     |
|------------|------------|-------------|-------------|-------------|
| 87.4337191 | 88.8855608 | 201.9832711 | 134.3051426 | 219.7058505 |

| File Description   | Document                      |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | <a href="#">View Document</a> |
| Upload audited utilization statements  | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

#### Response:

The college library has a collection of 107627 ( One lakh seven thousand six hundred and twenty seven ) books and journals as well as 1018 (One thousand eighteen) Reference books and book-bank collection of 2615 (Two thousand six hundred fifteen) books as on 31st March 2019. Besides, the library also had a collection of 20000+ rare books and journals. The library is likely to be less as old as the institution itself. The first reference regarding library rules can be traced back to 1908 – 1909, in the college prospectus.

The Library runs through Libsys - a Library management software which is designed and developed by LibSys Ltd, Gurgaon. Library automation was started from 2007 onwards. Now the software version has been upgraded to **Libsys LSEase** college version. Four volume “Dewey Decimal Classification” 22nd edition has been procured within an aim at putting updated classification number on the documents for specific classification of the documents on the different micro subject.

The college library is a member of **NLIST Program of the UGC-INFLIBNET** Centre for the purpose of accessing the electronic resources like Sodhganga and Sodhsindhu. Under the program, we have the access to more than 6000 full text electronic journals and 31,35,000 full text electronic books.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 4.2.2 The institution has subscription for the following e-resources

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

**Response:** A. Any 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | <a href="#">View Document</a> |

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

Response: 5.73

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

| 2020-21 | 2019-20 | 2018-19   | 2017-18 | 2016-17 |
|---------|---------|-----------|---------|---------|
| 1.08589 | 6.70432 | 7.2359647 | 6.94305 | 6.68923 |

| File Description   | Document                      |
|--|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) | <a href="#">View Document</a> |
| Audited statements of accounts   | <a href="#">View Document</a> |

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

Response: 8.63

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

Response: 158

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

Scottish Church College has a separate private static network from BSNL which was first initiated in the academic session 2015-16 in the month of March. The college is currently going with FIBRO ULD 5999 plan, which provides 80Gb/day@upto 70Mbps under FTTH. This college has 17 POE switches and has a static IP address(117.147.65.47). Each department has limited Internet access to reduce the data usage. Each access point is password protected and has the permission for visiting certain sites only which excludes social networking sites, YouTube, etc. so that educational purpose of the facility is properly utilised.

Each department has one or more smart classrooms where the classroom is equipped with smart short range projectors, laser, smart-pad with stylus. Each department can use these facilities by connecting the projector to laptops/desktops which is provided by the college to each department. The facility also allows editing the projected documented with smart pad and stylus. The edited documented can also be saved in various file formats for future use.

The entire college is fully covered by CCTV cameras and which is monitored from Principals' office. The record is kept for 15 days for future references. Principal can also view the footage from CCTV cameras from anywhere.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

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

**Response:** 8:1

| File Description         | Document                      |
|--------------------------|-------------------------------|
| Student – computer ratio | <a href="#">View Document</a> |

**4.3.3 Bandwidth of internet connection in the Institution**

**Response:** A. 750 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and**

**academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 23.49**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

| 2020-21 | 2019-20    | 2018-19     | 2017-18    | 2016-17    |
|---------|------------|-------------|------------|------------|
| 056.2   | 74.4021068 | 113.1936020 | 72.7875089 | 51.0681274 |

| File Description  | Document                      |
|---|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |

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

In Scottish Church College there are two houses of Governing Body. The lower house is known as **Senatus** (a constitutional body) which is very unique to the college deals with purchase and maintenance of the physical, academic and support facilities and the Upper house is the main body which is known as **Council**.

Senatus has a specific office and one of the faculties of the college is elected as secretary of Senatus for a term of three years.

The proposals from different departments of the college are discussed in the Internal Management Committee (this committee runs the day to day activities of the College and Senatus Secretary is one of the members of this committee).

The IMC decides which of the proposals to be undertaken and instructs the Senatus Secretary to take actions on them. SS then invites quotations in the name of Principal, Scottish Church College (open for above than Rs.1 lakh in website and closed for less than that). It is a protocol to take more than three quotations for all cases.

The quotations are then placed before the IMC and IMC has the capacity to approve the quotations which are amounting to less than Rs.50,000/. Above than that are forwarded to Senatus Meetings.

After the approval from the Senatus on the necessity of that work/ purchase the few quotations are forwarded to Council for their approval according to the amount of expenditure and the gravity of the

work. Others are being decided in the Senatus Meeting and before ordering them they are passed through Finance Committee.

The matters which are forwarded to the Council for consideration ultimately forwards the matters to Finance Committee and after getting the approval from there the Principal issues the work orders and purchase orders for purchasing books, instruments or constructions etc.

For **Annual Maintenance Contracts** (costing more than Rs.50,000/) the open tenders are given in the website three yearly for example pest control, security guards, house keeping staff, computer and peripheral maintenance, electrical maintenance.

For several items like biometric machine, water purifier, generators, gardening, fire extinguishers, photocopier, elevator, identity card machine, intercom, microphone, AC machines which are within the range of Rs.50,000/ quotations are taken from the vendors who are maintaining the machines/ facility on yearly basis and on the basis of feed back the matter is finalized in the IMC meeting.

Library is also maintained under Senatus. Library has a separate budget and in the library committee the budget is proposed and implemented.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 5.35

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 120     | 55      | 142     | 135     | 53      |

| File Description   | Document                      |
|--|-------------------------------|
| upload self attested letter with the list of students sanctioned scholarship   | <a href="#">View Document</a> |
| Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template) | <a href="#">View Document</a> |

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

Response: 0

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template) | <a href="#">View Document</a> |

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

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

Response: C. 2 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link to Institutional website   | <a href="#">View Document</a> |

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

Response: 10.85

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 334     | 201     | 81      | 264     | 135     |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

**including sexual harassment and ragging cases**

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

**Response:** A. All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years**

**Response:** 5.07

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 022     | 40      | 38      | 33      | 31      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Self attested list of students placed                                   | <a href="#">View Document</a> |
| Details of student placement during the last five years (Data Template) | <a href="#">View Document</a> |

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

**Response:** 90.4

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 603

| File Description   | Document                      |
|--|-------------------------------|
| Upload supporting data for student/alumni                          | <a href="#">View Document</a> |
| Details of student progression to higher education (Data Template) | <a href="#">View Document</a> |

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

Response: 63.26

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 064     | 50      | 40      | 44      | 21      |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 095     | 81      | 60      | 69      | 37      |

| File Description  | Document                      |
|---|-------------------------------|
| Upload supporting data for the same   | <a href="#">View Document</a> |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | <a href="#">View Document</a> |

## 5.3 Student Participation and Activities

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

**Response:** 43

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6       | 12      | 15      | 5       | 5       |

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

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

**Response:**

The Scottish Church College Student Union (Council) is an active body of elected representatives concerned with the various interests of the students. The elections have been suspended due to State Government orders and are pending from 2018-19. Previously they were held in accordance with the rules and regulations as laid down in the College Constitution. The main body of the Student Union (Council) is formed by election of class representatives. The office-bearers are chosen by these members. The President and the General Secretary of the Student Union (Council) are the main representatives of the students

**2016-17**

Date of formation – 28th January 2017

| Student Name         | Roll Number | Post              |
|----------------------|-------------|-------------------|
| Suvodeep Bhowmik     | 15A-214     | President         |
| Abhishek Kumar Gupta | 15S-01      | General Secretary |

**2017-18 (Interim Union)**

Previous Union's term finished on 28th January 2018

Date of formation – 09th February 2018

| Student Name  | Roll Number | Post                    |
|---------------|-------------|-------------------------|
| Judith Sarkar | 16S-702     | Asst. General Secretary |
| Agnibha Arnab | 16S-636     | Vice President          |

The Student Union (Council) plays a constructive role in the general activities of the College. The Student Union (Council) successfully organises cultural programmes like Freshers' welcome and the Annual Social and the annual College Fest 'Caledonia' in close collaboration with the College administration and faculty members.

The College administration enjoys a healthy relationship with the Student Union (Council). The members of the Union are part of some of the key administrative committees of the College.

They are represented by their President and the General Secretary in the College Senatus (lower tier of the College Governing Council).

The same are also members of the Editorial Board of the College Magazine published annually.

The Cultural Secretary of the Student Union (Council) is a member of the Scottish Church College Students' Activity Clubs. He/she acts as a liaison with the main working committee of the clubs led by faculty members for students' participation in the various extra-curricular events and competitions hosted by institutions around the city. In the absence of the Cultural Secretary, the Student Club Secretaries now play a more constructive role. The Activity Clubs and the Union in the past often collaborated to organise events to promote socially relevant issues among the students' body, e.g., promotional programmes to highlight the importance of casting one's vote in a democracy (in collaboration with Youth ki Awaz on 25.08.2017).

The Student Union (Council) over the years has also worked closely with the College NSS unit in organising annual blood donation and Thalassemia detection or Health Check up camps in the college.

Students are also represented in the IQAC Core Committee by one chosen representative. The choice is in accordance with academic achievements.

The College works closely with the Union in managing the latter's finances. There is a separate bank account for the Union. The College transfers the total union fee collected from the students to this account against a tentative budget prior to any programme organised by them, subject to approval by the College authority. The expenditures are audited and the report is submitted by the Union to the authority.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 39

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 031     | 52      | 47      | 35      | 30      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Report of the event  | <a href="#">View Document</a> |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)) | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

#### SCC Alumni Association

The SCC Former Students' Association was established in 1955 and registered under WB Societies' Act 1961 in 1991. In the past it made some tangible financial contributions to the College in the form of infrastructural components. In 2019-20 it made a donation of Rs. 1,00,000 towards the development of the institution. This Association has helped the College in non-financial ways in more than one areas like:

1. The association has honoured distinguished alumni almost every year since 1997 with the Swami Vivekananda and the Netaji Subhas Chandra Bose Awards. This way it strives to re-establish the ties between former students and their alma mater.
2. The members of the Association have offered voluntary professional services whenever required for fostering a meaningful relationship with the College.
3. The Association has rewarded students since 2010 who show special merit in their College leaving examinations.

For the past 4 years, the College authorities and the Association have been engaged in consultations and

discussions over extensive revision of the Rules and Regulations of the Association, on completion of which this association will be attuned to the contemporary concepts of alumni associations.

Individual Alumni donations have gone a long way in benefitting the College greatly like the Millennium Hall or the M L Bhowmick auditorium of the College has been erected principally through the contributions of the alumni from across the world. Some of our alumni in legislative capacity have also donated extensively for the repair and renovation of the College building. Donations have been made in the recent past that have been used to set up an Academic Enrichment Centre and for organising academic seminars as well.

During the period of 2016-17 to 2020-21, the Association has kept up its routine activities: the AGM, the Autumn Social, Winter Get Together and a Spring Social. Every year at least 4 Executive Committee Meetings have been held. Things have been kept normal as far as possible under the recent circumstances. Additional members have joined the Association in the recent past.

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

**Response:** A. ? 5 Lakhs

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

***Vision:***

The College aims to impart liberal education pervaded by the universal principles, spiritual and moral values based on the teachings of Christ; to produce intellectually sound, morally upright, socially concerned and spiritually oriented men and women to be of service to the nation.

***Mission:***

Our institutional mission and goal is to impart humanistic education that is in tune with both the Christian faith and modernity, which will equip the students to take their rightful place with confidence in contemporary times. Personality development, generating socio-cultural consciousness, critical enquiry, creativity and fostering social uplift are the other pronounced goals.

**Promotion of Christian Ethos:**

The College Logo taken from the Holy Bible, *Exodus 3:2*, is 'NEC TAMEN CONSUMEBATUR' (The Bush burns but is not consumed). It is an allusion to the Ultimate Truth, the source of all knowledge and wisdom. This knowledge does not destroy or corrode; rather it enlightens the mind, irradiates one's entire being, sublimates the soul, illuminates one's life, changing it forever. The college provides reservation of seats for Christian students during admission. The Christian students have to attend a separate orientation programme after admission. Every morning a prayer service is held and weekly scripture classes are conducted every Wednesday by the college Chaplain. Christmas is celebrated every year. A Retreat is organised annually. All college programmes begin with hymns sung by the college choir and scripture reading by the Clergy or teachers. Education Sunday is observed every September.

***Perspective Plans:***

The Institution has perspective plans for its all round development. These plans are designed and executed for the academic enrichment as well as non-academic skill development for the teachers, students and non-teaching staff keeping in mind the values embedded in our vision. Some of the programmes are prepared to meet the changing needs and demands of the society with the advancement in time. Emphasis has been given on innovation in teaching practices.

***Promotion of Liberal Education is undertaken through-***

- Organizing Seminars, Workshops and faculty development programmes.
- Motivating teachers to join exchange programmes.

- Encouraging the teachers to enhance their ICT skills.
- Encouraging students to engage themselves in co-scholastic activities like joining in Activity Clubs, Publishing Wall Magazines and College Magazines, Participating in Cultural Programmes and Annual Sports.
- Arranging prizes for intellectual pursuits and sports.

***Promoting Humanitarian Ethos through –***

- National Social Service (NSS) Activities.
- Free Studentship to the needy students.
- Reaching out to the Community.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:**

Scottish Church College Senatus is a perfect example of the college's model of practicing decentralization and participative management. The Principal heads this administrative body assisted by the Senatus Secretary. It comprises four members of the teaching staff (2 Christian members), two members from the non-teaching staff and two members from the students' body. This administrative body, reconstituted every three years, also has four eminent Christian members appointed by the Diocese of Calcutta. It deals with all matters relating to the non-teaching staff, students and property of the college. This is reflected from the following minutes as recorded from the Senatus meetings held on the 8th July 2016 and 27th September 2016.

As per SM/117/2016.06 Mr. Asis Biswas has requested the Senatus to look into the matter of the appointment of the head clerk and cashier for the college office. The Senatus has forwarded this matter to the Council.

As per SM/117/2016.21 the renovation work of the staff quarter in 2 Urquhart Square is complete. Two rooms in that quarter are vacant. The Senatus has forwarded this matter to the Council to decide on utilization of the space for other purposes like Doctor's Room etc.

As per SM/117/2016.24, it was reported that urgent roof treatment work for Botany and Zoology departments on the second floor of the main building was required. Three quotations were obtained.

Non-Teaching Staff Matters: Recording of minutes of Senatus meeting held on 27.09.2016.

SM/116/2016/01: Retirement of Hostel Employees.

It was resolved that the following members of the Hostel employees would be retiring/ would have retired on the following dates. Mr. Santimoy Roy joined his service on 01.03.1974 (according to Hostel Committee Meeting report on 26.09.1977) as a cook in the Ogilvie Hostel and will be retiring on 31.12.2016. The College will take necessary action to prepare his pension papers. Further it has been resolved that arrangement be made to fill up the vacant post of cook as per rule.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

#### Perspective Plan

- New Honours courses to be offered in Sociology, Psychology, Hindi, Media and Mass Communication Studies.
- Continuous Faculty Development Programmes (FDPs) to equip the faculty for the blended form of teaching and learning.
- Introduction of Certificate Courses in Service Learning Programme.
- Introduction of more Certificate and Add-On courses to equip the students with new skills and to prepare them for job-orientated market.
- Academic Collaboration with national and international institutions. Inviting renowned scholars from different parts of India and abroad for giving extension lectures to the students and faculty of the college.
- Training students towards progression to higher education and placement.
- Switching over to the blended mode of teaching and learning for future.
- Partnership with Business Houses / Companies for particular tenures.
- Maintenance of the globally accessible digital library jstor, already available in the college through UGC grant, in the coming years
- Academic/cultural exchange programmes with foreign institutions.
- Digitization of old and rare books published in the nineteenth and early twentieth century available in the college library. This will be extremely helpful for the students and research scholars alike
- Organisation of science camps for school students. The campaign entitled “The role of biological sciences in human welfare” has the main objective to acquaint the school students at Plus II level

the scientific tools practiced in UG and PG studies at college and University levels that can be utilized in the welfare of the human society. This science campaign will impart knowledge to the students regarding the present status and uses of the biological techniques and this will open up novel opportunities for the students in future. Based on this plan a grant of rupees one lakh was applied to and obtained from the West Bengal State Council of Science and technology and three day workshop (8-10 August, 2019) was conducted where around 100 students of class XI and XII from different schools of Kolkata participated.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

#### **Response:**

The College is owned and administered by the Church of North India (CNI) through the diocese of Calcutta. The supreme governing authority is the College Council headed by the President. Currently the Moderator CNI is the president of the council and there are four other CNI members. The Diocese of Calcutta is represented by the Bishop of Calcutta and four other members. There is one representative from AIACHE and 2 co-opted members. The Principal, Vice-Principal and Senatus Secretary are ex-officio members of the council. There are two representatives from the teaching staff and one representative from the non-teaching staff of the college. The bursar and IQAC coordinator are the invitee members to the council.

The day to day college administration of the college is governed by the Internal Management committee or IMC headed by the Principal and include Vice Principal, Bursar, IQAC coordinator, Senatus Secretary and Secretary of Teachers' Council.

Principal is the overall in-charge of academic matters, financial matters, administrative matters, internal quality as well as issues related to students, teaching staff and non-teaching staff via various committees. Vice Principal is the in-charge of all academic and student matters including university registration and examination. Bursar is in charge of finance, accounts and college office. IQAC Coordinator is in charge of quality initiatives in academic as well as administrative fields. The Secretary of the Teachers' Council secretary deals with matters affecting teachers.

The day to day non-teaching staff and non-academic student matter related to administration of the College is run by the Senatus in exercise of the powers delegated to it by the Council. It also takes care of infrastructural maintenance of the college. It consists of three ex-officio members- the Principal, the Vice-Principal and the Bursar, four representatives appointed by the Diocese of Calcutta of the Church of North India and five representatives of whom two are Christians of the teaching staff plus one representative of the non-teaching staff plus two representatives of the students. The Principal of the College is the Chairman of the Senatus and the Senatus appoints one of its members as Secretary.

The college being a Christian Minority institution has the authority to appoint teaching staff and non-teaching staff following UGC norms. The promotion and service rules are those as directed by the State Higher Education Directorate and University of Calcutta from time to time. The promotion of teaching staff is managed by the College CAS committee and co-curricular activities of students are managed by the Students' Activity Clubs Committee, both working under the IQAC core committee

| File Description                              | Document                      |
|---|-------------------------------|
| Paste link for additional information         | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation, Administration etc | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

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

**Response:**

1. Scottish Church College Provident Fund for substantive teaching and non-teaching staff. It has a trustee board. It follows the general scheme followed by the Government Provident Fund Scheme.
2. Employees' Provident Fund for the management-paid contractual teachers, Contractual Whole Time Teachers, Part Time Teachers and contractual non-teaching staff. It follows general scheme followed by Employees' Provident Fund Scheme.
3. Employees' State Insurance Scheme for non-teaching staff earning less than Rs. 21, 000 per month. The employees registered under the scheme are entitled to medical treatment for themselves and their dependents under ESI affiliated hospitals.
4. Group Insurance Policy for substantive teaching and non-teaching staff: this is an insurance that

follows the Life Insurance Policy Scheme, whereby an employee can get the maximum benefit with minimum contribution.

5. The Scottish Church College Teachers' Council (TC): All faculty members are subscribers of this body with a nominal subscription. The Teachers' Council always extends support in the form of unconditional and instant donation to teachers facing financial problem during medical emergency. There are two recent instances in which the TC provided financial help to teachers suffering from terminal diseases.
6. The Scottish Church College Cooperative Credit Society Ltd., which is a registered body under the West Bengal State Cooperative society, was formed in the year 1944. In any kind of financial crisis the society can provide a loan of a maximum of Rs. 1 lakh.
7. The college gives a festival advance to the non-teaching staff, which they adjust in equal installments at 0% interest.
8. College gives festival *ex-gratia* to contractual teaching and non-teaching staff.
9. College also provides extra rooms to the needy group-D staff for study purpose as and when required.
10. Scottish Church College Research grant has been initiated from the session 2019-20 to promote research among faculty members.
11. College provides travelling allowance/registration fee to teachers attending seminars/conferences/workshops.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

Response: 2.02

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 00      | 3       | 1       | 1       |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | <a href="#">View Document</a> |

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 1.8**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 2       | 1       | 1       |

**File Description****Document**

Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff

[View Document](#)

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).****Response:** 14.7**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14      | 9       | 9       | 10      | 9       |

**File Description****Document**

Details of teachers attending professional development programmes during the last five years

[View Document](#)

**6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff****Response:**

The Performance Appraisal Reports (PAS) provide good feedback to faculty and help them in understanding the changing needs of students. All faculty members fill up prescribed Performa for self-appraisal. PBAS system encourages the faculty members to make excellent performance in teaching

–learning and research.

The institution has performance appraisal system for the Assessment of teaching and non-teaching staff. The Appraisal report is based on the Annual performance of the employee on the basis of their academic, research and other extra-curricular activities. It is also based upon his/her relation with the students, colleagues and administration.

The above set performance appraisal report is to be filled by employee in a given prescribed format which includes all the above set of points. The Internal Management Committee (IMC) reviews the views of the employee filled in the prescribed proforma. The Governing Body- Council- further reviews the overall report and final performance functioning status is setup and confidentially recorded in the office database.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Internal audit has been carried out regularly for year of 2016-17, 2017-18, 2018-19, 2019-20 and 2020-21. The internal audit has been performed by Vikash Agarwal and Company, Kolkata . External audit has been performed by the Statutory Auditor, B.L.Gang and Company and S. Sarkar and Associates for year of 2016-17, 2017-18, 2018-19, 2019-20. External audit for year 2020-21 is due.

#### Issues raised by Auditors

1. Unutilized amount of Earmarked Funds have been carried forward for years.
2. Various age old Liability balance have been kept in the Financial Statements instead of removing them.
3. Various old Loan and Advance balance have been kept in the Financial Statements instead of removing them.

#### Resolution of issues raised by Auditors

1. Few of the Earmarked Funds which could be adjusted have been closed and removed.
2. Those Liabilities which could be adjusted have been written off and closed.
3. Few of the old Loan and Advance which could be adjusted have been closed and removed.

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

#### Response: 17.5

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



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0       | 6.15500 | 3.57000 | 5.17000 | 2.6000  |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | <a href="#">View Document</a> |

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

With regard to overall upliftment of the institution in infrastructure, environment and pedagogy, the institution is continuously mobilising funds from International bodies, Alumni and donors apart from the usual grants received from the government. There are three moot areas identified by the institution towards mobilisation of funds. These are

1. Green Campus/ Environment maintenance initiatives
2. Faculty Development Programme & Students' awards
3. Infrastructure Development & maintenance and
4. Support to address Pandemic Situation.

There has been a continuous effort to create and maintain a green campus. Through the contributions from United Board of Christian Higher Education in Asia (UBCHEA) the institution has received various grants towards environment audit of the campus, addressing problem of solid waste management through vermicomposting and imparting training to students and faculty members through seminar. The institution is also receiving grants for Faculty Development Programmes from UBCHEA for training of faculty members on new pedagogy and innovative teaching practices. To overcome the pandemic situation and development of infrastructure and software the college has been recently granted fund of USD 24,550 by UBCHEA. We have also received grants from the Former Students' Association (Alumni Association) for infrastructural development of the college. There are also funds received from various individual donors for outstanding students' performance in the University examination.

The IQAC office is in charge of maintaining liaison with various funding organisations. We submit proposal for application of fund on requirement basis clearly defining the purpose and rationale behind the requirement. On receiving the fund the Internal Management Committee (IMC) of the college and the Finance Committee (FC) decides upon the methodology of utilising the fund. The execution part is carried out by the Senatus office and the Bursar's office following defined protocol outlined by the college.

## 6.5 Internal Quality Assurance System

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

#### Response:

IQAC has institutionalized several quality assurance strategies and practices.

The first practice is: **Alexander Duff Memorial Lecture:** From 2013 the College has begun holding an annual lecture, dedicated to the memory of its founding father, Dr. Alexander Duff, to be delivered by an eminent personality.

i) First Alexander Duff Memorial Lecture was held where the then Governor of Orissa, Dr. S.C.Jamir delivered a lecture on 13th July 2013.

ii) The Second Alexander Duff Memorial Lecture had the eminent Speaker Sri Jawhar Sircar who spoke on Alexander Duff: Educationist and Orientalist. The lecture was held on 14th July 2014.

iii) The Third Alexander Duff Memorial Lecture for 2015 was delivered by the eminent physicist of our country Dr. Bikash Sinha. . He spoke on a very new and interesting subject: “The Neoteric Culture of Education”. The lecture was delivered on 25th August 2015.

iii) The Fourth Alexander Duff Memorial Lecture 2016 had distinguished historian and a leading expert in Tagore Studies, Prof. Uma Dasgupta. She spoke on “Vidya or Shiksha: Situating Rabindra Nath Tagore’s Ideas on Education”. The lecture was delivered on 24th March 2017.

iv) The fifth Alexander Duff Memorial Lecture was delivered by Prof. Palash Baran Pal who spoke on the ‘Histories and Mysteries of Calender’. The lecture was delivered on 12th September 2017.

v) The sixth Alexander Duff Memorial Lecture was delivered by eminent historian Prof. Shekhar Bandyopadhyay, on 12th March 2019. The title of the lecture was , “ The Long History of Partition and Migration in Bengal 1947-1956”.

vi) The seventh Alexander Duff Memorial Lecture was delivered by By Prof. Dipesh Chakrabarty, the Lawrence A. Kimpton Distinguished Service Professor in History, South Asian Languages and Civilizations at the University of Chicago on 18/12/2020. The title of the lecture was ‘The planetary age in human history’.

2. **The second practice is:** Skill enhancement programme for Staff.

i) ) 7 days Workshop on Soft Skill Development and Stress Management from 2nd -8th May 2015.

ii) One-day workshop on “Skill Enhancement” for the whole Non-Teaching staff of the college, both Group C and the Support Staff, held on 1st October 2015.

iii) ) UGC CPE Sponsored a Two Day National Workshop on “Soft Skill Development and Innovative Teaching Methods” from 23rd and 24th March 2018.

iv) UGC CPE Workshop on “Use of ICT in Teaching, Learning and Administrative Practices”, on 28th July 2018.

v) ) One-day workshop on “Skill Enhancement” for the whole Non-Teaching staff of the college, both Group C and the Support Staff on 17th April 2019

vi) Workshop on Using smart-classroom as a part of ICT enabled teaching on 19/12/2019

vii) Training programme to use college LMS and G-suite enterprise edition for education on 05/08/2020

viii) FDP on Empowering Teaching Through Online Mode :Google classroom & G Meet on 16/08/2020

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:**

Scottish Church College reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and takes necessary measures as needed, through IQAC.

**First example:** Academic and Administrative Audit has been performed in the college in 2018-19 session as a part of institutional review .The team comprised of 6 external experts including The Dean of Arts (ACTG) and IQAC coordinator, University of Calcutta, Principals of two reputed colleges of Kolkata, two University Professors and a former Additional Director of Public Instructions to the Government of West Bengal who was also a member of the college governing body, along with the Principal, Vice-Principal, Bursar and IQAC coordinator of the college. The committee made several recommendations based on over all inputs from the college most of which has already been implemented such as-

- Contact hours of direct teaching has been mentioned in teacher appraisal books
- Departmental lesson plans have been made uniform with credit inputs
- Proper documentation of mentoring has been maintained
- National seminars are organized
- More ICT based teaching is encouraged
- Online feedback of students is being recorded with proper documentation
- Batch wise, year wise and department wise result is maintained

- Proper documentation of student seminar is maintained
- Innovative teaching techniques are recorded
- Students are encouraged to take up free online skill enhancement courses based on SWAYAM or other MOOC Platforms

Constructive efforts are going on to implement the rest at the earliest.

### Second example

Scottish Church College has always focused on ICT enabled teaching to cope with needs and demands of generation Z of 21st century. It is immensely necessary for making teaching learning process successful and interesting for students as well as teachers. The college has more than 8 technology enabled classrooms where teachers use PPT, videos, movies, document viewers to make the subject more relatable to the students. As a part of this continuous reform process, the college deputed a group of teachers to attend a one day university level workshop on the “Use of ICT in Teaching-Learning and Development of E-learning modules” on 19/04/2018. The college IQAC received the feedback, recognized the importance of the subject and organized the same workshop for all the teaching staff of the college on 28/07/2018 as a part of an UGC –CPE programme. The teachers greatly benefited from it and many teachers prepared their own blogs, website and Google Classrooms where they shared assignment, interactive study materials, and videos with the students. Thus the college had implemented blended mode of learning even during pre-Covid times. However, the COVID-19 pandemic disrupted higher education sector to a great extent and along with the asynchronous mode there was a need for synchronous communication with the students. The college acquired the G-suite enterprise edition and provided each teacher with a college domain email id through which online classes were conducted over G-meet. Simultaneously the college IQAC recognized the need for simple and free online tools to be implemented for the benefit teachers with basic ICT skills and students from all the socio-cultural and socio-economic backgrounds. Two online Faculty development programmes were conducted in august 2020 on LMS, google classroom and G-meet. The students feedback was taken and they found to be very reassuring to have such a system in their college and are greatly satisfied with it as they can access it from anywhere at any point of time on their mobile phones without the need to store huge amount of data. The live interaction with their teachers over G-meet boosted their spirit and morale, which was highly required during this period of emergency and they performed well in their exams as well.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

### 6.5.3 Quality assurance initiatives of the institution include:

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

| <b>Response:</b> B. 3 of the above                                 |                               |
|--|-------------------------------|
| <b>File Description</b>  | <b>Document</b>               |
| Upload details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Upload any additional information                                  | <a href="#">View Document</a> |
| Paste web link of Annual reports of Institution                    | <a href="#">View Document</a> |

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:**

Our institution always aims to promote equal opportunities for men and women in the college. The College considers gender balance as of utmost importance and strongly prefers to form committees in which men and women are equally represented and involved in decision making. Several seminars, programs and counselling sessions were organized by the college to promote awareness about gender equity and equal career opportunities.

| YEAR | TITLE OF THE PROGRAM   | DATE AND DURATION  | NUMBER OF PARTICIPANTS |
|------|--|--------------------|------------------------|
| 2017 | Two-day State level Seminar on "Gender and Women's Studies".   | 8.3.17 to 9.3.17   | 114                    |
| 2017 | Extension Lecture on 'Gender and Women Empowerment'.   | 11.4.17            | 50                     |
| 2017 | Pygmalion by Bernard Shaw (play reading and discussion on feminist issue. Theme: Education of a girl child)                  | 2.9.17             | 17                     |
| 2017 | Film show (Pride and Prejudice) and discussion on gender and class in society. Students also presented papers on this theme. | 14.9.17            | 120                    |
| 2018 | Wives and workers: Child marriage in West Bengal.  | 21.8.18            | 132                    |
| 2018 | One day State level seminar on Dynamics of gender at play: The case of Transgenders.   | 27.8.18            | 151                    |
| 2020 | Gender inscriptions and constitutional imaginaries: Rights, Identities, Intersections and a way forward                      | 4.8.2020           | 108                    |
| 2021 | Add On course  | 10.6.21 to 15.7.21 | 15                     |

|  |
|--|
| on Gender Sensitization<br>provided by Department<br>of Philosophy |
|--|

A Two-Day State Level Seminar on ‘Gender and Women’s Studies’ was organized to celebrate International Women’s Day. The speakers deliberated on topics like gender sensitization issues and gender inequality. The session also included oral presentations by the teachers and students from other colleges.

The play reading and discussion on Pygmalion by Bernard Shaw highlighted the interrelationship between social mobility and gender and also issues and challenges in educating underprivileged women of the society. A film show on Pride and Prejudice was organized to discuss gender and class in society.

The seminar on child marriage in West Bengal was organized to highlight the cases of wives and workers of the state. In the state level seminar on Dynamics of gender at play: The case of the Transgenders a trans-woman school teacher and a gay professor were invited as a part of a panel to discuss the lived-in realities of people who do not subscribe to the binary norms of gender.

For the safety and security of the students and staff the college has installed 37 CCTV cameras in the campus. A grievance cell is present to help students and staff suffering from any kind of harassment and related issues. The college provides separate common room facility for boys and girls. A trained psychologist is present in the college for student and staff counselling. The college also arranges for soft skill development and stress management programs for staff and students. Teachers in every department play an important role and contribute as much as they can for student’s well-being.

The add on course on Gender Sensitization is designed to sensitize the students regarding the issues of gender and gender inequalities prevalent in society and enable them to engage in policy decisions to remove gender biases in all fields of life.

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

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

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

**Response:** B. 3 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

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

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

**Response:**

#### **Description of efforts towards waste management on the campus.**

- **Solid waste management:** Solid waste is segregated. We keep bins on each floor in classrooms, laboratories and toilets. During College hours students and staff throw the waste materials inside the bins. Solid and liquid wastes generated in the science laboratories are collected separately and disposed off separately. This garbage is collected and disposed off to the near-by Compactor machine (maintained by Kolkata Municipal Corporation). The solid wastes generated from the garden along with vegetable wastes are used in vermicomposting pit to generate manure which is used in college gardening purpose. Total 14 vermi-composting pits have been constructed which provides 2000 kg of manure annually. This satisfies 90% of the requirement for fertilizer in maintaining the beautiful flower garden.
- **Liquid waste management:** The liquid wastes are generated in our College in laboratories like Chemistry, Botany, Zoology and Microbiology. Special bins are kept in the laboratories for waste segregation where the students dispose off used chemicals and in another bin the broken (having sharp ended) glass goods. The water distillation apparatus is installed in laboratories (40 litres of distilled water is produced daily, 400 liters of effluent water). The dye wastewater produced during specimen staining is treated microbiologically with specialized isolated organisms before discharging the wastewater.
- **E- Waste management:** The waste computers and computer peripherals are first marked as scraps by the respective Departments. Then the Senatus checks them through the ICT Committee with the help of the company Oasys Infocom Pvt. Ltd., which maintains the computers of the College. Finally, the scraps are handed over to the Companies like Hulladek (Registration No U37100WB2014PTC202655) who recycles these scraps and gives us the (HUL/KOL/2018/1130 dt 8th June, 2018). On 12th April 2018, 169.5 kg of e-scrap was sold for an amount of Rs. 12,585/- On 6th February, 2019, 362.9 kg of E waste was sold for recycling for an amount of Rs.5442/. Certificate was issued on 30th April, 2019.



| File Description   | Document                      |
|--|-------------------------------|
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Link for Geotagged photographs of the facilities   | <a href="#">View Document</a> |

#### 7.1.4 Water conservation facilities available in the Institution:

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

**Response:** A. Any 4 or all of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Any other relevant information          | <a href="#">View Document</a> |
| Link for any other relevant information | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

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

**Response:** C. 2 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | <a href="#">View Document</a> |
| Any other relevant documents                                       | <a href="#">View Document</a> |
| Link for any other relevant information                            | <a href="#">View Document</a> |

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit

4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

**Response:** C. 2 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <a href="#">View Document</a> |

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** B. 3 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link for any other relevant information                                  | <a href="#">View Document</a> |

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

**Response:**

#### **The Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities**

Scottish Church College admits Students from different parts of India and maintains an inclusive environment for all the students and staff by arranging different cross-cultural discourses, cultural programs like dramas on communal harmony etc., observation of International Mother Language day and World Cultural Diversity Day, seminars on tolerance towards different kind of diversities present in our country and community outreach programmes. Teacher Education dept. and Bengali dept. of the college observe International Mother Language day every year on 21st February to make everyone feel proud of one's own mother tongue and to create an environment of mutual respect amidst linguistic diversities. Art makes a grand unification of emotions irrespective of religion, caste, creed etc. One day state level seminar on 'Great Educators of India', focussing on Swami Vivekananda, Sri Aurobindo, Radhakrishnan and Sir Ashutosh Mukherjee, was organised by the college on 12.3.16 to appreciate their efforts towards modern

education for the mass. Teacher Education Dept. of the college visited Basilica of the Holy Rosary (Bandel Church) & Imambara (Hooghly) in quest of national identity of secular India on 15.03.2016 with 52 students. On 22.11.2016 a programme, 'Multiculturalism', was organised by Teacher Education dept. to depict cultural heritage, dialects, festivals and religion. When the country was undergoing intolerance in society, politics, and religion etc., Scottish Church College on 23.02.2017 organised a seminar on "Notions of tolerance in India: diverse perspective" and recorded an attendance of 150 participants. A college is a part of the society and it can never ignore its responsibilities towards the underprivileged people living in surroundings. Teacher Education department arranged a community outreach activity with slum children near Sovabazar Metro Station, Kolkata from 21.7.17 to 22.7.17 and from 23.7.17 to 24.7.17 to grow sensitisation about underprivileged section of society. A drama, "Uttoron", was staged on communal harmony on 21.11.2017 in front of an audience of 110 persons. A group of students of Teacher Education dept. visited Shantiniketan, to see places related to Rabindranath Tagore and other eminent litterateurs and artists who created masterpiece in literature and art and propagated unity among all. Baul songs of Bengal are of higher philosophical importance which stand against all kinds of bigotry and ask questions on the fundamentals of discrimination. The College arranged a seminar on 13.02.2018 on "The Discursive Body: The many lives and songs of Lalon Phokir" which put special focus on the Baul songs of saint Lalon. On 21.05.2018, Dept. of Teacher Education celebrated World Cultural Diversity Day with 42 students. To guide students through ethical dilemma, a special seminar on "What can/should we do?" was organised by the Departments of Sanskrit and Philosophy and recorded attendance of 148 participants. Music is the tool to bind the minds of many. A seminar on "Promoting Indian music on Global Arena- Passion – Profession" was organised by the college on 23.03.2019 with 186 participants.

| File Description  | Document                      |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |

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

**Response:**

**Sensitisation of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities.**

Scottish Church College sincerely sensitises the students towards their responsibilities as citizens of India. The entry point age of the students is 18 years. Most of the freshers are new voters. The college provides them with a democratic environment where they can ask questions, debate and dialogue among themselves and with the faculty to develop an open-minded attitude, essential for becoming conscious citizens. Every year the college organises flag-hoisting ceremony and other programmes on the Independence Day and Republic Day. All staff and students are encouraged to participate actively in these programmes. Speeches are delivered by senior faculty on those occasions, whereby the students learn the importance of constitutional obligations. The college runs two courses: Political Science Core Course, and Political Science Generic Elective course, where about 100 students gather in-depth knowledge about the Constitution of the country. The students from different departments have regularly participated in the

events like Mock Parliaments organised in different institutions. In 2018 The Debate Society, SCC organized a two days intra-college Mock United Nations titled Calemun2K18 with 26 participants on each day. The topic was 'Refugee Crisis in Middle East'. The first Inter-college Mock United Nations Competition, Calemun 2019, was held from 28.02.2019-1.03.19 with participants from all over Kolkata including, Presidency University, Jadavpur University, Loreto College and others. There were 91 participants. In 2019 two students of the department had taken part in the Mock Parliament held in St. Xavier's college. Intra College MUN was organised by the students of the Debate Society under the guidance of the Activity Clubs during the pandemic lockdowns. The entire competition was conducted virtually. Almost 30 students participated with much enthusiasm. On May 24, 2019 the Department of Political Science organised group-based students' seminar on issues related to the Constitution of India, mainly on Constitutionalism. The College magazine published every year and read by all the students and employees prints the Fundamental Duties of the citizens of India. The same is printed on the College Prospectus. The staff of the college is always granted special leave, whenever they avail of this leave to cast their votes in any election. Whenever any staff of the college is given electoral duties, due facilities and encouragement is extended by the college authority. A part of the college building where Teacher's Education classes are held is provided for electoral works during every election. In 2019 the College provided the venue for training in operation of new EVM to the staff of the college, as asked by the election commission. In these various ways the institution fosters a sense of constitutional obligations among the students and staff.

| File Description   | Document                      |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | <a href="#">View Document</a> |

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

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

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | <a href="#">View Document</a> |
| Code of ethics policy document   | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

The Scottish Church College celebrates several national and international commemorative days, events and festivals throughout the year with an aim to inculcate human values among the students. The college celebrates Independence Day (15th August) to commemorate India's independence from British rule and to pay homage to the great martyrs of India. Republic Day (26th January) is celebrated to mark the establishment of the Indian Constitution. The college organizes Christmas Carol in a majestic manner to commemorate the birth of Jesus Christ. International Mother Language Day (21st February) is celebrated to promote awareness about the diversified language and culture across the world. National Science Day (28th February) is celebrated to commemorate the discovery of the 'Raman Effect' by the Indian physicist Sir C. V. Raman. World Sanskrit Day is also celebrated on the day of Shraavana Poornima to increase awareness about the ancient Indian language of Sanskrit. The students of the college observe Teachers' Day (5 th September) where they pay tribute to Dr. Sarvepalli Radhakrishnan on his birth anniversary and organize different cultural programs. The college also observes National Unity Day (31st October) to mark the birth anniversary of Sardar Vallabhbhai Patel, National Education Day (11th November) to mark the birth anniversary of Maulana Abul Kalam Azad, and Communal Harmony Campaign Week (19th to 25th November) to promote the ethos of Communal Harmony and National Integration. In 2019, the college celebrated the 150th birth Anniversary of Mahatma Gandhi on 30th September to propagate his philosophy and ideology among masses. The birth anniversaries of Swami Vivekananda and Netaji Subhas Chandra Bose are celebrated on 12th January and 23rd January respectively to commemorate their contributions to India's spiritual enlightenment, Indian nationalism and struggle for Independence. The birthday of Swami Vivekananda is also recognized as National Youth Day by the Government of India. Birth anniversary (7 th May) as well as death anniversary (7th August) of Nobel laureate literary persona Rabindranath Tagore is also observed by the students, teaching and non-teaching staffs to mark his contribution towards education and society. International Women's Day is celebrated on 8th March with the aim to help women and girls develop self-confidence and gain equal participation in the development of the country. Earth Day is celebrated on 22nd April to generate awareness about various environmental issues and concerns. International Day of Yoga is celebrated on 21st June to create awareness about yoga and how it can develop a sense of oneness with self, the world and nature. The college also celebrates World day for Cultural Diversity and International Day for Biological Diversity on 21st and 22nd May respectively to celebrate and increase awareness about cultural diversity, harmony and biodiversity. It is worth mentioning that the college continues to celebrate various national and international commemorative days, events and festivals even in the Covid-19 pandemic situation using YouTube, Google Meet and other online platforms maintaining its spirit to reinforce achievements of humanity and to increase awareness about different issues in the society.

| File Description  | Document                      |
|---|-------------------------------|
| Link for Geotagged photographs of some of the events  | <a href="#">View Document</a> |
| Link for Annual report of the celebrations and commemorative events for the last five years | <a href="#">View Document</a> |

## 7.2 Best Practices

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

**Response:**

### **BEST PRACTICE 1**

**Title of the Practice: Green Campus**

**The Objectives:** Green campus initiatives are becoming integral part of the modern-day education system and the institutions can act as pioneers in promoting these principles within society. Our college has initiated the green campus program in order to support a sustainable and climate-friendly environment. The main objectives for these initiatives were environmental awareness and education, the use of sustainable energy and energy efficient measures, comprehensive recycling and composting and green landscaping in the campus.

**The Context:** Our main focus behind this Green campus program is to ensure the sustainability of sufficient water, materials and other resources for our future generation. But the main challenge is the proper translation of the education for sustainable development into practice so that it can be more effective. Any new development should consider and maintain the proper balance of economic, social and environmental conditions and the participation of all the staff members and students is very important. Our college has tried to implement this program by organization of conferences and training programs for students and staff and implementation of interdisciplinary research projects in the field of life science in collaboration with UBCHEA. More stress is being given on the proper infrastructure development so as to continue and maintain the green practices.

**The Practice:** Our college has promoted variety of activities to help protect the environment and sustain its natural resources. Our college is smoke free and is also a partially plastic free campus. Our college has partially paperless office and e- library. The college has addressed its waste disposal problem by vermicomposting. The solid wastes generated from the college canteen are used in vermicomposting pits to generate compost which is used in college gardening purpose. Also, in the area of water conservation the laboratories have their runoff water attached to tanks. The stored water is used for erstwhile purpose. The e-waste generated in the college is managed by a company Hulladek. The liquid wastes are collected and recycled. The department of Microbiology make use of certain specialized bacterial isolates for treatment of dye wastewater produced during specimen staining. During rainy season we collect the roof rain water through filter fitted pipes in a reservoir and use it later during fire drill, washing the roads and gardening purpose. Currently the college has taken an initiative to construct rainwater harvesting structure at premises 3. The college has installed solar panels on the roofs which generates 900kW/month energy. The college has also installed LED facilities in the classroom, seminar room and examination room of the main campus and also in the Jubilee building. The campus harbours a diverse amount of flora and fauna elements. About 100 plant species including medicinal plants are there in the campus. Mushroom cultivation and hardening of tissue culture plants are carried out in the polyhouse (maintained by Botany dept.). The college has undertaken many different projects and organized seminars on environmental related issues funded by UBCHEA from year 2012 onwards. a) Campus assessment of flora, fauna and microbial diversity (2012-14). b) Green campus – Audit assessment cum training for students (2016-17). c) Assessing the

chemical and microbial content of drinking water and drain out water of a necessary school and college (2016-18). d) Awareness program on Global water crisis and conservation was organized by the college in collaboration with Pollution Control Board for school and college students on 10th January 2018. Some minor research projects are also going on in various dept. on important environmental issues like bioremediation, phytoremediation, etc. The NSS unit of the college deserves a special mention for organizing regular campus cleaning campaigns, awareness program on emerging issues for environmental education. Fire management system has been established in the college by a company called Flash point. The roof water harvesting system which collects rainwater would provide water for fire management. The college has a special committee for monitoring green initiatives – Centre for Environmental Action (CEA). Also, the college has recently inaugurated the Nature Club for students.

**Evidence of Success:** The data for campus audit project was basically collected by the undergraduate students of Botany, Microbiology and Zoology departments. This has developed a sense of responsibility in them and they get a better understanding of their role as advocates of environmental conservationists. Large number of participants from various school and colleges in different awareness programs organized by our college is really appreciable. The waste disposal management initiative taken by our college is yielding very good results. Around 2000kgs of manure is being produced annually by vermicomposting. Also, the solar energy generated (900kW/month) by the installed solar panels directly go to the grid and in long run can play an important role as a renewable energy source. By installing solar panel college saves from the monthly electricity bill.

**Problems encountered and Resources required:** The main problem encountered in the Green campus initiative is development and maintenance of proper infrastructure for the green practices. The Green campus program should be considered as a necessity in every institution and separate funds should be allotted for this. Implementation of the green practices needs series of awareness programs to educate more people and train them for it. Going green not only needs investment in terms of money but also a strong will from all the beneficiaries.

## BEST PRACTICE 2

### **Title of the Practice : Sabuj Mon (The informal school for the children)**

**The Objectives:** The objective of this informal school is to organize remedial classes for the students of college adopted slum in Bagmari area, Kolkata.

**The Context:** There has been a long demand from the NSS volunteers to run a school for the children of the adopted slum at Bagmari. Finally, it did materialize on 20th March, 2018 when the then Principal Dr. Arpita Mukerji inaugurated the informal school- Sabuj Mon at the college playground at Bagmari. About 30 students were enrolled. Most of the children were aged between 5 to 13 years. They were distributed uniform with NSS Logo, school bag, drawing books, colour box, pens, and other stationary items. The inauguration was funded through UGC-CPE grant.

**The Practice:** The school mostly organizes remedial classes for the students on Tuesday (4:30 pm onwards) and Saturday (3 pm onwards ) every week . The classes are mainly taken by undergraduate students of college under the supervision of teaching faculties. These under privileged children come from destitute families. Therefore, serving nutritious food to them is also urgently required . Dr. Birendra Singh,



Programme Officer of NSS and teacher of Physical Education Sri Samir Roy, look after these needs. The children are usually served hot milk and snacks after their classes. The children are also encouraged to take part in co-curricular activities. Professors of the Teacher Education Department, Dr. Shreya Sen and Dr. Saheli Chowdhuri started music classes. Painting and colouring are favourite activities of these children. A student of History Department Mr. Jitaditya Chakraborty, the Secretary of the students' Drama Club conducted a drama workshop for a month. On May 05, 2018 the children put up a performance of their play on Air pollution on the Bagmari ground. Teachers, students, and parents of the performers were present in the ground to cheer the performances. The children are given new clothes before Durga Puja and woollens during winters. The teachers of the college contribute throughout the year to run this informal school. The children are also entertained by magic show and other programmes organized by college in between. The college teachers regularly visit the ground on the days of remedial classes and also on the special occasions. The teachers also constantly give financial support to fulfil the special needs of these children such as house repairing, medical help etc. In 2020, during pandemic situation the family members of these children lost their jobs and they had to undergo through a tough and crisis period. The college teachers continuously supported these families by providing them rice, potatoes, cooking oil, pulses during the entire lockdown period. Sri Samir Roy and some non-teaching staffs of the college took endeavour to support the children's family during pandemic situation with the help of college teachers who generously donated for this noble cause.

**The Evidence of Success:** In 2020 Rabin Patra, a student of remedial class, qualified school final Madhyamik examination and is now pursuing his Higher Secondary study in Shyambazar AV school. Another student Deep Das is in class ten and he will appear in Madhyamik examination in 2022. Two more students will appear in Madhyamik in 2023. All these children are supported by Sabuj Mon to carry out their studies.

**Problems Encountered and Resources Required:** A number of girl students dropped out school and discontinued their study. Many children due to socio economic reasons had to give up their studies and got engaged in different kind of works to earn their living. A lot of difficulties have been faced to run the classes due to pandemic situation.

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | <a href="#">View Document</a> |
| Link for any other relevant information               | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

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

**Response:**

**Description of the institution performance in one area distinctive to its vision, priority and thrust.**



Scottish Church College is one of the oldest educational institutions in the city of Kolkata, and at the same time it is also one of the most modern and technically updated one. This integration between tradition and modernity is the distinctive feature that sets the college apart from other institutions. In the past the college was considered to be the seedbed for the Bengal Renaissance that was sweeping through 19th century. Even today it is valued as an important centre for dissemination in this era of advancing technologies and knowledge.

The college was founded by the first overseas missionary of the Church of Scotland, Rev. Alexander Duff, with the generous help of an eminent educationist and social reformer of nineteenth century India, Raja Rammohan Roy. The vision, priority and thrust of this missionary institution as defined by the founders were to impart liberal education based on the life and teaching of Jesus Christ and to produce intellectually sound and socially concerned men and women. The college has steadfastly remained true to this mission for the past 186 years.

Throughout its history it has produced students who have excelled not just in academics but in all walks of life. It was in the portals of this College that Swami Vivekananda was told about the great seer Ramakrishna Paramhansa. Contrary to popular expectation and in spite of its connection with Britain the college has nurtured and gifted the nation a number of stalwart leaders and freedom fighters like NetajiSubhas Chandra Bose, Nirmal Chandra Chatterjee, Bisheshwar Prasad Koirala, Shaukat Ali Khan, YangmasoShaiza, AmbicaCharanMajumder, SarojDutta and many others. If it inspired young Indians to dream of an independent nation it also produced administrators, educationists, philosophers as well as new thinkers like the founder of ISKCON.

The college has been a trail blazer in the field of women's education too. In 1876 Chandramukhi Bose passed the F.A examination from this college. The College became the pioneer by introducing regular coeducation courses in Bengal in 1924. The college also housed a vocational course for women since the early twentieth century in the building where the teacher-training course for women students are held today. In the institution women are well represented in the student body, in the faculty, and also in administration and governance of the college. There is a gender grievance cell, and the different programmes and seminars organised by the college reflect the contemporariness of the vision of the college. In 2018 there was a full day seminar on the problems of the Third Gender organized by the Department of Political Science which shows how the college is geared to be progressive and not be bound by moribund social mores.

The college has expanded both horizontally and vertically over the years. In the new Millennium the college ushered in a new phase by introducing undergraduate courses in new-age subjects like Computer Science and Microbiology. For this a new building was set up. To keep up with the changing times we have introduced BBA and Commerce courses.

Till today the college is maintaining the balance between tradition and modernity. A typical day in the college begins with the Morning Prayer. The college choir joined by the faculty and students sings the college hymn to inaugurate every college programme. But then the regular activities of the college run with the aid of modern facilities: ICT enabled classrooms, laboratories with updated equipment, automated library, digital noticeboard, modern gymnasium. Scottish Church is one of the first colleges in the city to introduce online admission. The continuing academic excellence is represented by the Journal of Humanities and Social Sciences. The College alumni include many celebrities in the field of science,technology,academia,corporate, sports, culture, almost all walks of life. Their early talents are nurtured in the classrooms, laboratories, playground, hobby clubs. The tradition of social commitment

among the staff and students is maintained in running of the NSS programme for slum children in the college play ground.

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | <a href="#">View Document</a> |



## 5. CONCLUSION

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### Additional Information :

1. Scottish Church College is a Heritage Institution conferred to it by The Calcutta Municipal Corporation. The college is committed to the cause of higher education and imparting Value Education.
2. Being a Religious Minority Institution under Article 30 (1) of the Indian Constitution the college reserves seats for Christian minority students coming from all parts of the Country.
3. Every day the college conducts a morning prayer and Scripture classes are held on every Wednesday to inculcate within students moral and ethical values. These are open for all students and staff.
4. The Teachers' Council of the college has instituted a Teachers' Welfare Fund to assist ailing teachers in need.

5. The college, in consonance to its commitment towards the environment, has constituted a Centre for Environment Action (CEA) exclusively to look upon the environment of the Institution and provide a favourable ambience for students and staff.
6. To nurture talents of the students the college has made provision in the main time table for The Students' Activity Clubs on last two periods of every Tuesday wherein students get a scope to hone their talents.
7. The college annually holds the prestigious Alexander Duff Memorial Lecture- delivered by some renowned personality, to honour the founder Rev. Dr. Alexander Duff.
8. The college is a member of the International prestigious body United Board of Christian Higher Education in India (UBCHEA) which regularly funds the college to carry on programmes on Service Learning, Whole Person Education, Leadership Training, Environmental Audit etc.

### Concluding Remarks :

Scottish Church College is committed through its Vision and Mission to inculcate and practice Whole Person education and Service Learning in the institution in days to come to excel as an Institution of Excellence.

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|-----------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2.1     | <p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p>1.2.1.1. <b>Number of Programmes in which CBCS / Elective course system implemented.</b><br/>           Answer before DVV Verification : 5<br/>           Answer after DVV Verification: 23</p> <p>Remark : HEI has provided relevant supporting documents. Attached document is satisfy the input.</p>  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2.3.3     | <p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. Number of mentors<br/>           Answer before DVV Verification : 102<br/>           Answer after DVV Verification: 102</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 3.3.2     | <p><b>Number of research papers per teachers in the Journals notified on UGC website during the last five years</b></p> <p>3.3.2.1. <b>Number of research papers in the Journals notified on UGC website during the last five years.</b><br/>           Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>22</td> <td>26</td> <td>23</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>15</td> <td>14</td> <td>16</td> <td>10</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 20 | 22 | 26 | 23 | 10 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 17 | 15 | 14 | 16 | 10 |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 20        | 22   | 26      | 23      | 10      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 17        | 15   | 14      | 16      | 10      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 4.1.3     | <p><b>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</b></p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities<br/>           Answer before DVV Verification : 61<br/>           Answer after DVV Verification: 18</p> <p>Remark : Observation accepted as per documents.</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 4.4.1     | <p><b>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in</b></p>  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |

**Lakhs)**

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

Answer before DVV Verification:

| 2020-21        | 2019-20        | 2018-19         | 2017-18        | 2016-17        |
|----------------|----------------|-----------------|----------------|----------------|
| 56.23288<br>83 | 74.40210<br>68 | 113.1936<br>020 | 72.78750<br>89 | 51.06812<br>74 |

Answer After DVV Verification :

| 2020-21 | 2019-20        | 2018-19         | 2017-18        | 2016-17        |
|---------|----------------|-----------------|----------------|----------------|
| 056.2   | 74.40210<br>68 | 113.1936<br>020 | 72.78750<br>89 | 51.06812<br>74 |

Remark : DVV partner ask for the highlighted expenditure incurred on maintenance of infrastructure (physical and academic support facilities) but HEI has not provided.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22      | 40      | 38      | 33      | 31      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 022     | 40      | 38      | 33      | 31      |

Remark : 1.Zip file are not open without registration code weblink provided in clarification box.  
2.As per the SOP does not claim for that average percentage of students so because of that input edited as per documents provide by HEI.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |

|    |    |    |    |    |
|----|----|----|----|----|
| 64 | 50 | 40 | 44 | 21 |
|----|----|----|----|----|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 064     | 50      | 40      | 44      | 21      |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 95      | 81      | 60      | 69      | 37      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 095     | 81      | 60      | 69      | 37      |

Remark : 1.Zip file are not open without registration code weblink provided in clarification box.  
2.As per the SOP does not claim for that average percentage of students so because of that input edited as per documents provide by HEI.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 6       | 12      | 15      | 7       | 5       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 6       | 12      | 15      | 5       | 5       |

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 31      | 52      | 47      | 35      | 30      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 031     | 52      | 47      | 35      | 30      |

Remark : 1.Zip file are not open without registration code weblink provided in clarification box.  
2.As per the SOP does not claim for that average percentage of students so because of that input edited as per documents provide by HEI.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 3       | 1       | 1       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 00      | 3       | 1       | 1       |

Remark : DVV ask for E-copy of letters but HEI provide the payment vouchers are self explanatory reflecting the name of the teacher because of that it is approved

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 615500  | 357000  | 517000  | 26000   |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
|         |         |         |         |         |



|   |         |         |         |        |
|---|---------|---------|---------|--------|
| 0 | 6.15500 | 3.57000 | 5.17000 | 2.6000 |
|---|---------|---------|---------|--------|

7.1.6 **Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : HEI provide internal audit certificate. They are not provided Certificate and award certificate so that input edited as C. Provided document not satisfy the input

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1     | <p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>24</td> <td>24</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>375</td> <td>375</td> <td>375</td> <td>375</td> <td>375</td> </tr> </tbody> </table> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 24  | 24  | 24  | 24  | 24 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 375 | 375 | 375 | 375 | 375 |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
| 24      | 24  | 24      | 24      | 24      |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
| 375     | 375   | 375     | 375     | 375     |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
| 1.2     | <p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>24</td> <td>24</td> <td>24</td> </tr> </tbody> </table>  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 6   | 6   | 6   | 6   | 6  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 24  | 24  | 24  | 24  | 24  |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
| 6       | 6   | 6       | 6       | 6       |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
| 24      | 24  | 24      | 24      | 24      |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
| 2.1     | <p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>112</td> <td>101</td> <td>100</td> <td>96</td> </tr> </tbody> </table>   | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 108 | 112 | 101 | 100 | 96 |         |         |         |         |         |     |     |     |     |     |
| 2020-21 | 2019-20   | 2018-19 | 2017-18 | 2016-17 |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |
| 108     | 112   | 101     | 100     | 96      |         |         |     |     |     |     |    |         |         |         |         |         |     |     |     |     |     |

## Answer After DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 69      | 69      | 69      | 70      | 70      |

NAAC