

## Part – A

### I. Details of the Institution

1.1 Name of the Institution

HIRALAL MAZUMDAR MEMORIAL COLLEGE FOR WOMEN

1.2 Address Line 1

JADUNATH SARBHOUMYA LANE

Address Line 2

DAKSHINESWAR

City/Town

KOLKATA

State

WEST BENGAL

Pin Code

700035

Institution e-mail address

hmmcw35@gmail.com

Contact Nos.

033 25645148/25442632

Name of the Head of the Institution:

Dr Soma Ghosh

Tel. No. with STD Code:

033 25444520

Mobile:

9836714992

Name of the IQAC Co-ordinator:

Dr Dipanwita Ghosh

Mobile:

9433724499

IQAC e-mail address:

[iqac.hmmcollege@yahoo.com](mailto:iqac.hmmcollege@yahoo.com)

1.3 NAAC Track ID (For ex. MHCOGN 18879) ....**Yet to be generated.....**

1.4 Website address:

[www.hmmcollege.org](http://www.hmmcollege.org)

Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR201213.doc>

1.5 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	<b>C++</b>		<b>2004</b>	<b>5 years</b>
2	2 <sup>nd</sup> Cycle				
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.6 Date of Establishment of IQAC : **20/02/2014**

1.7 AQAR for the year:

2011-12

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

- i. AQAR \_\_\_\_\_ (DD/MM/YYYY)4
- ii. AQAR \_\_\_\_\_ (DD/MM/YYYY)
- iii. AQAR \_\_\_\_\_ (DD/MM/YYYY)
- iv. AQAR \_\_\_\_\_ (DD/MM/YYYY)

### 1.9 Institutional Status

University State  Central  Deemed  Private

Affiliated College Yes  No

Constituent College Yes  No

Autonomous college of UGC Yes  No

Regulatory Agency approved Institution Yes  No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education  Men  Women

Urban  Rural  Tribal

Financial Status Grant-in-aid  UGC 2(f)  UGC 12B

Grant-in-aid + Self Financing  Totally Self-financing

### 1.10 Type of Faculty/Programme

Arts  Science  Commerce  Law  PEI (Phys Edu)

TEI (Edu)  Engineering  Health Science  Management

Others (Specify)

### 1.11 Name of the Affiliating University (for the Colleges)

West Bengal State University,  
Barasat

### 1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence

NA

UGC-CPE

NA

DST Star Scheme	NA	UGC-CE	NA
UGC-Special Assistance Programme	NA	DST-FIST	NA
UGC-Innovative PG programmes	NA	Any other ( <i>Specify</i> )	NA
UGC-COP Programmes	NA		

## **2. IQAC Composition and Activities**

2.1 No. of Teachers	11
2.2 No. of Administrative/Technical staff	02
2.3 No. of students	01
2.4 No. of Management representatives	01
2.5 No. of Alumni	01
2.6 No. of any other stakeholder and community representatives	00
2.7 No. of Employers/ Industrialists	00
2.8 No. of other External Experts	01
2.9 Total No. of members	17
2.10 No. of IQAC meetings held	06
2.11 No. of meetings with various stakeholders:	No. 06 Faculty 6
Non-Teaching Staff Students	06 Alumni 06

\* The Teachers' Council, a statutory body of the college, was meeting at least three times a year. In its discussion the need to form an IQAC, that would provide the direction and leadership towards the

subsequent national accreditation, was coming up. The structure of the IQAC and the number of meetings held with various stakeholders represent 2015-16 academic year figures.

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

N.A.

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.  International  National  State  Institution Level

(ii) Themes

Quality Improvement, Capacity building

2.14 Significant Activities and contributions made by IQAC

There was no formal IQAC during this academic year. The Governing Body and the Teachers' Council was planning on the behalf of the cell. The college was striving towards providing holistic and need-based education.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
Strive for betterment in teaching learning and evaluation	Academic Calendars (department specific) were prepared on the basis of institutional calendar
Take a step forward towards office and library automation	The Accounts department of the college uses the Tally software for prepare and upgrade a part of the accounts
Introducing visual medium in learning	Few lessons by two (Botany, FNTA departments are taught through visual medium (Power Point presentations)
Extension activities in the form of slum adoption	Slum visits and camps are conducted at nearby slums by the NSS team

\* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body Yes  No

Management  Syndicate  Any other body

Provide the details of the action taken

Before the AQAR 2011-12 was placed at the Governing Body, the draft was mailed to all the members with a prior notice. The AQAR was placed formally at the Governing Body and was discussed threadbare at the forum. All suggestions were incorporated at the final report.

## Part – B

### Criterion – I

#### I. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	0	0	0	0
PG	0	0	0	0
UG	21 (H+G)	0	0	0
PG Diploma	0	00	0	0
Advanced Diploma	0	00	0	0
Diploma	0	0	0	0
Certificate	0	0	0	0
Others	0	0	0	0
<b>Total</b>	21 (H+G)	0	0	0
Interdisciplinary	0	0	0	0
Innovative	0	0	0	0

##### 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

##### (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	
Trimester	
Annual	21 (H+G)

1.3 Feedback from stakeholders\* Alumni  Parents  Employers  Students   
*(On all aspects)*

Mode of feedback : Online  Manual  Co-operating schools (for PEI)

*\*Please provide an analysis of the feedback in the Annexure*

##### 1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

The college was affiliated to the University of Calcutta since its inception in 1959. When the Government of West Bengal formed the West Bengal State University vide Act XXVIII of 2007, the college along with 62 other colleges of the North 24-Parganas, an industrial district of West Bengal, was affiliated to the new found University but continued to follow the statutes and syllabi of the University of Calcutta. The new University began designing its own syllabi in 2012. The statute of the University was replete and enacted in 2014.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NO

## Criterion – II

### Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
15	6	9	00	11 Govt approved Contract teachers 20 Govt approved Part Time teachers

2.2 No. of permanent faculty with Ph.D.

9

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
0	13	00	00	00	00	00	00	00	00

2.4 No. of Guest and Visiting faculty and Temporary faculty

Guest Teachers: 38

The post of Professor does not exist for a college. Assistant Professors are promoted to Associate Professor through career-advancement scheme.

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	05	12	9
Presented papers	02	8	4
Resource Persons	0	0	2

## 2.6 Innovative processes adopted by the institution in Teaching and Learning:

The college prides itself for its continuous, rigorous and intensive teaching learning methods.

The focus for this year was on:

- a) Participatory role of students in class
- b) To encourage Field visits and industry visits for a better exposure to reality around us so that students could match theory with practice. Departments are asked to highlight the application part of the curriculum.

2.7 Total No. of actual teaching days during this academic year

208

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Continuous Internal Evaluation (CIA) has been the given practice for evaluating students over the years. Unit Tests, Tutorials and internal end of the term examinations are taken by the college for all honours subjects. Practical classes are monitored regularly and internal assessment made by teachers on the basis of regularity and performance of student is carried forward in the university evaluation format. Apart from these, quiz competition, open book tests, short answer-type tests (oral and written), presentations, extempore speeches are conducted by every department to monitor the academic progress of students

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

4 (B.O.S)

2.10 Average percentage of attendance of students

77 %



2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division B.A./B.Sc. (Hons and General Part III Examination)				
		Distinction %	I %	II %	G %	Pass %
Bengali	48	N.A.	2.08	81.25	14.58	97.91
Botany	5	N.A.	0	100	0	100
Chemistry	2	N.A.	00	100	0	100.0
Economics	0	N.A.	00	00	00	N.A.
English	17	N.A.	00	88.23	5.88	94.1
Education	30	N.A.	17.24	75.86	3.44	96.55
Food & Nutrition	29	N.A.	17.24	75.86	3.44	96.55
Geography	35	N.A.	00	51.42	34.28	85.71
Journalsim and Mass Comm.	19	N.A.	00	100	00	100
History	23	N.A.	00	82.60	17.39	100
Philosophy	16	N.A.	6.25	56.25	31.25	93.75
Political Science	8	N.A.	00	87.5	12.5	100
Psychology	12	N.A.	00	91.66	8.33	100.0
Music	3	N.A.	00	100	00	100.0
Sanskrit	18	N.A.	5.55	61.11	27.77	94.44
Sociology	8	N.A.	9.09	87.5	12.5	100
Zoology	9	N.A.	25.00	60	26.66	86.66
B.A. (General)	166	N.A.	00	5	70	75
B.Sc. (General)	44	N.A.	00	71.42	14.28	85.71

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

The college did not have a Quality Assurance Cell in 2011-12. All the stakeholders of the college, the Governing Body, the Teachers' Council were taking note of the result, dissecting the outcome and trying to find ways to improve it. They were proposing the introduction of visual medium as an alternative to traditional chalk and duster teachings, especially for science subjects as a beginning. As the college lacked funds and infrastructure to install projection systems in every class room, two rooms were identified for visual teaching. The projection systems were installed in these two class rooms. The routine was formulated such that the departments that needed the system had maximum access to it. The teacher-in-charge was regularly holding meetings with department heads to listen to and understand their requirements and monitor their performances.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	01
UGC – Faculty Improvement Programme	
HRD programmes	

Orientation programmes	
Faculty exchange programme	
Staff training conducted by the university	CU and DST on regional broadcasting
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	07
Others	

#### 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	3	0	0	0
Technical Staff	5	2	0	0

The college has government approved Night Guard, Guard, Bearer and a Sweeper.

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The college did not have an IQAC in 2011-12. However, the institution was putting down an effort to promote and widen the area of research by trying to motivate teachers to submit proposals for MRP. An associate professor of this institution was engaged as a co-investigator in UGC-UPE project with Dept of History, University of Calcutta. However, research pursuits were undertaken on an individual accord and teachers were publishing research articles regularly.

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	00	00	00	00
Outlay in Rs. Lakhs	00	00	00	00

#### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	00	00	00	00
Outlay in Rs. Lakhs	00	00	00	00

#### 3.4 Details on research publications:

	International	National	Others
Peer Review Journals	6	2	4
Non-Peer Review Journals	0	6	3
e-Journals	1	0	0
Conference proceedings	2	0	0

#### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

#### 3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant Sanctioned	Received
Major projects				
Minor Projects				
Interdisciplinary Projects	2011	UGC	2.5 lakh*	1.00 lakh*
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total			2.5 lakh*	1 lakh*

**\* The funds were credited to the University of Calcutta, Department of History, as the project was to be carried out at that institution.**

3.7 No. of books published i) With ISBN No.  Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP  CAS  DST-FIST   
DPE  DBT Scheme/funds

3.9 For colleges  
Autonomy  CPE  DBT Star Scheme   
INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	00	00	00	00	00
Sponsoring agencies	N.A.	N.A.	N.A.	N.A.	N.A.

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International 00 National 00 Any other 00

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency  From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	00
	Granted	00
International	Applied	00
	Granted	00
Commercialised	Applied	00
	Granted	00

3.17 No. of research awards/ recognitions received by faculty and research fellows  
Of the institute in the year

Total	International	National	State	University	Dist	College
00	00	00	00	00	00	00

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

00

00

3.19 No. of Ph.D. awarded by faculty from the Institution

00

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF 00 SRF 00 Project Fellows 00 Any other 00

3.21 No. of students Participated in NSS events:

University level 00 State level 00

National level 00 International level 03

3.22 No. of students participated in NCC events:

University level 00 State level 00

National level 00 International level 00

3.23 No. of Awards won in NSS:

University level 01 State level 00

National level 00 International level 00

3.24 No. of Awards won in NCC:

University level 00 State level 00

National level 00 International level 00

3.25 No. of Extension activities organized

University forum 00 College forum 00

NCC 00 NSS 07 Any other 00

### 3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

#### Extension activity

- \* Campus and Locality Cleaning
- \* Health Nutrition and Yoga for girls.
- \* Celebration of National Nutrition Week by the Food and Nutrition department of the college

#### Social Responsibility

- International RFYN meet: Friends in faith for Peace Action
- AIDS Day Awareness Rally in Collaboration with Vivekananda Social Welfare Society
- Dengue Awareness Campaign in the locality
- Tree Conservation and Protection

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	12805 sq m (approx)	00	NA	12805 sq m (approx)
Built up area	1313.4 sq m approx			1313.4 sq m approx
Class rooms	27	00	NA	27
Laboratories	16	00	00	16
Seminar Halls	01	00	00	01
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	00	00	00	00
Value of the equipment purchased during the year (Rs. in Lakhs)	3,55,755	00	00	3.55.755

#### 4.2 Computerization of administration and library

A decision was taken in 2010-11 to fully automate the office and library. But keeping the resource constraint in consideration, it was proposed to be done in phases. The Accounts Department of the college was automated first using the basic Tally. The library was gearing itself up towards automation. Discussions and dialogues to choose the automation software had just begun.

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Total books	15137		09	5527	15146	5527
e-Books	00	00	00	e-Books	00	00
Journals	02		00	Journals	02	
e-Journals	00	00	00	e-Journals	00	00
Digital Database	00	00	00	Digital Database	00	00
CD & Video	00	00	00	CD & Video	00	00
Others (specify)	00	00	00	Others (specify)	00	00

We have not been able to ascertain the existing value of all books in the library before 2011-12. We would treat 2011-12 as the base year and cumulate it further forward.

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	29	3	1	1	0	3	0	0
Added	0	0	0	0	0	0	0	0
Total	29	3	1	1	0	3	0	0

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

Financial accounting : \* Ledger creation \* Income expenditure \* Balance-sheet \* Financial Position \* Pass books \*Cash Book preparation was done by Tally. Accounts were maintained on cash basis.  
Internet nodes were installed in office for staff and teacher use. Internet nodes in computer labour (three) were installed for students' use.

#### 4.6 Amount spent on maintenance:

i) ICT

00

ii) Campus Infrastructure and facilities

iii) Equipments

2040

iv) Others

11591

**Total :**

13631

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

This college was established in August 10, 1959 by a desolate father at the untimely and sudden death of his son, Hiralal Mazumdar. He had put down his entire property in a trust to promote women's education in the area. As the college is located in the holy precinct of the Dakshineswar Kali Temple, marked with orthodoxy, some still longed to educate women. It was with their enthusiasm that the journey of higher education for women in Dakshineswar begun a. A common trait of the college is a sizeable section of our students are first generation learners of their family,

With this backdrop, the college had to be extra sensitive and accommodative to cater to the needs of its pupils.

- To begin with the admission process, we tried to keep things as simple and as transparent as we could by allowing an open admission for most of the students on a first-come-first-serve basis.
- A prospectus was handed over to the students describing the facilities available in the college in detail.
- Just after admission a notice was put up for students to apply for free studentship. The teachers encouraged the students to put in the application. The authority tries to maximise the number of applicants to at least half-free studentship
- The college takes regular action to inform students from backward category about the different scholarships and subsidies made available for them by state and central government.
- A Students' Aid Fund was created by the Students' Union to help those who needed the assistance.
- Special remedial classes for SC/ST and other backward category students.
- Department organizes special remedial classes for slow learners.
- Students are encouraged to engage in college magazines, departmental wall magazines and posters.

#### 5.2 Efforts made by the institution for tracking the progression

Apart from end of the term tests, departments conducts class tests (both written and oral), unit tests and end of the session evaluation examination to judge the progress of students. Department has conducted regular parent teacher meetings to intimate parents about the progress of their wards. To encourage students to actively participate in the curriculum, industry and field visits were organized. The Food and Nutrition department celebrated the Food and Nutrition Week in September enabling their students to prepared nutritious cuisines at the college laboratory. The costs were covered up and a little revenue was generated by the department through over the counter selling of food items for two days. All departments encouraged its students to prepare wall magazines, posters, group-discussion, quizzing, extempore speaking on various topics of the curriculum.

#### 5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
1670	00	00	00

(b) No. of students outside the state

00

(c) No. of international students

00



Men	No	%	Women	No	%
	00	00		1670	100

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
1146	76	0	04	00	1226*	1578	82	01	08	01	1670*

Demand ratio 1: 0.571      Dropout % 11.98

#### 5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Not done officially. Teachers help students on their preparation for competitive examinations on an individual basis.

No. of students beneficiaries

Data not kept

17.86

#### 5.5 No. of students qualified in these examinations

NET	02	SET/SLET		GATE	00	CAT	00
IAS/IPS etc	00	State PSC		UPSC	00	Others	

#### 5.6 Details of student counselling and career guidance

The college had a career counselling cell during the last NAAC peer team visit. Campus interviews were conducted by several corporate units. However, due to lack of industry demand this practice was discarded. Teachers were helping students on their own accord towards generation of soft skills, choice of courses and job selection. The department of psychology and other senior teachers of the college were counselling students on several issues as and when the need arose.

No. of students benefitted

Records regarding the number of students were not kept.

#### 5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
00	00	00	00

## 5.8 Details of gender sensitization programmes

A workshop on sexual and gender rights of women was organized by the NSS unit of the college in association with Sanhita, an NGO working in the fields of sexual and gender rights of women. They made the students aware about the different aspects of gender equality and the rights of women and the future of the girl child of our country.

## 5.9 Students Activities

### 5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

### 5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

Our college was the Runners' Up in the Inter-College Kabaddi tournament. It was organized by the West Bengal State University, Barasat.

## 5.10 Scholarships and Financial Support

	Number of Students	Amount
Financial support from institution	00	00
Financial support from government (for Muslim Minority)	25	134850
Financial support from other sources (Students' Aid Fund)	13	10,089
Number of students who received International/ National recognitions	00	00

### 5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level

National level

International level

5.12 No. of social initiatives undertaken by the students

02\*\*

\*Xiphius,

\*Basantosav, Freshers' Welcome, Saraswati Puja

\* Our college hosted district level Youth Parliament in cooperation with the District Administration, Government of West Bengal. It was a thought provoking session for our students with participating college teams debating over current social and political issues. One of our students was adjudged as the best chief minister of the house.

5.13 Major grievances of students (if any) redressed: Demand for a common room, a canteen a playground and the need for a water treatment plant were the major issues in students' demand. Initially a part of the gymnasium was being used as a students' common room. The college authority dedicated a separate space for the common room of students in 2011-12. The authority was holding discussions with interested parties regarding the running of a continuous, cheap stores for stationery items and subsidised canteen for students.

## Criterion – VI

### **6. Governance, Leadership and Management**

#### 6.1 State the Vision and Mission of the institution

Education, empowerment, enrichment of a girl students and lift the college to a standard has been the vision of the institution since its inception.  
The peer-team visit for the last round acted as our plinth towards development. Apart from handling the traditional honours courses in English or Bengali with utmost care and concern, non-traditional subjects like Food and Nutrition, Psychology has been introduced lately. The University has given us permission to begin PG courses in Psychology and Geography.  
The college is planning to introduce modern learning methods to propagate education.  
It plans to introduce Urdu general courses for backward community students. We have plans towards the formation of a career counselling cell to help our students.

#### 6.2 Does the Institution has a management Information System

..... Governing Body meetings were held in 2011-12. The GB took stock of the result, admission and academic position of the college and came up with positive suggestions and feedbacks. Other committees, Finance, Examination, Academic, Routine, Library Building, Fees Concession were holding regular meetings. The decisions of each committee were circulated well among all stakeholders of the college. As the college did not have a website, decisions of all committees were circulated through notices and announcements.

#### 6.3 Quality improvement strategies adopted by the institution for each of the following:

##### 6.3.1 Curriculum Development

Four of our teachers were members of the board of studies of the university that designs and rectifies the syllabi for constituent colleges. Our teachers were present in the workshops and meetings that were listening to the voices from constituent colleges while planning the syllabus. Apart from this, the syllabi taught in the college had always been externally determined. We at our end, however, prepared academic calendars for students and shared our lesson planning with our students.

### 6.3.2 Teaching and Learning

As the college had to be shifted from the University of Calcutta, a centre of excellence in West Bengal, to the new found West Bengal State University, Barasat by a Government decision, the college had to bear a part of the teething trouble of the new founded university. There was a significant drop in the student strength and quality. The college lying in the periphery zone for both the universities, better students opted out for the University of Calcutta.

We strived to do our best with the students who trusted us. Intensive and extensive teaching methods were used. To attract and hold their attention in class, we made the classes participatory. Special focus was laid on the applied part of the curriculum. Field visits, industry visits were carried out on a regular basis. Wall magazines, departmental journals, presentations by students, group discussions, debates, short quizzing session on the syllabi were conducted to create an overall environment of enthusiasm among students in the learning process.

### 6.3.3 Examination and Evaluation

Taking part in the examination and evaluation process at the University level is a learning process as well for teachers. The teachers of our college participated in the annual semester evaluation system conducted by the industry as Head-examiners, Examiners, Paper-Setters and Moderators. They used to share their learning with their students sharing with them feedbacks to score high.

Meanwhile, the routine evaluation procedure in the form of class tests, tutorials, home-assignments, short-answer type examinations, quiz-contests were conducted to monitor the continuous internal assessment procedure of the college.

The teachers of the college have been in active research for all through their service career. They had been publishing articles in national and international books and journals and participating in state, national and international level seminars, symposiums and conferences. One teacher (AC) was invited as the resource person at a national level conference. Another teacher was performing as co-investigator in an UGC-UPE project with the Department of History, University of Calcutta.

### 6.3.5 Library, ICT and physical infrastructure / instrumentation

The library was procuring new books on the basis of the requisition put by different departments. The departments were running Seminar Libraries along with the institutional central library for reference book lending and day issue. Library was in the process of searching the software that would meet its specific requirements.

The college had 26 computer terminals in 2011-12. Internet nodes were there in office and computer laboratories for internet access of students and teachers.

The office was on its process of automation. The accounts office was using Tally to prepare the pay-packet, ledger creation, cash register, bank register and others.

### 6.3.6 Human Resource Management

The college is in a dire necessity of manpower, both in teaching and non-teaching. The college is trying to bridge in the gap by hiring guest faculty in the teaching front and planning to hire non-teaching staff on an ad-hoc basis to meet the daily requirements. The college authority has approached the state authority from time to time to create new posts both for teaching and non-teaching. Manpower management is done such that Jobs are allotted and monitored regularly to check the output and prevent the duplicity of effort.

### 6.3.7 Faculty and Staff recruitment

All teachers against substantive posts are recruited by the College Service Commission, Government of West Bengal. However, in 2011 the vacant teaching positions of our college were filled up by the Contract Teachers and Part Time Teachers of the college. The Government approved a Contract Teacher and three part time teachers per vacancy.

The college took efforts to fill in the gap in staff recruitment by hiring guest faculty.

### 6.3.8 Industry Interaction / Collaboration

None so far.

### 6.3.9 Admission of Students

The admission committee holds meetings during the admission period. The meeting decides on the admission norms. If criteria, higher than that specified by the University, have to be applied to admission to certain departments, the cut-off percentage for that is decided at the meeting. Admission is generally on a first-come-first-served basis. However, admission is also through merit lists for some departments.

#### 6.4 Welfare schemes for

Teaching	GPF for substantive teaches Salary through advances from college when the government pay-packet is late GB has provision to approve special leaves on discretion for Contract teachers and Part Time Teachers All admissible leave CAS opportunities
Non teaching	GPF for non-teaching support staff Non-teaching Fund for financial assistance All admissible leave
Students	Fees waiver (full and partial) for needy and meritorious students Minority Grants assistance to minority students for procuring Government grants

6.5 Total corpus fund generated: Rs 25,64,465

6.6 Whether annual financial audit has been done : Yes

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	N.A.	No	N.A.
Administrative	No	N.A.	No	N.A.

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes      Yes  NA      No  NA

For PG Programmes      Yes  NA      No  NA

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Not applicable.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Not applicable.

### 6.11 Activities and support from the Alumni Association

The college does not have a registered Alumni Association. However, members of our alumni have later joined as the teaching and non-teaching faculty of the college. They and other members of the alumni provide the college with the feedback and impact the institution have created in the society. With feedback from all quarters we strive towards betterment.

### 6.12 Activities and support from the Parent – Teacher Association

The college holds parent-teacher meetings at least once a year. Feedback is given to parents regarding the attendance percentage of students and their performance in class performances. We hear from parents about the lacuna in our teaching process and running of the institution. The loopholes, if any, are plugged in immediately. The institution, however, does not have any formal Parent-Teacher Association

### 6.13 Development programmes for support staff

Apart from their original responsibility as laboratory attendants, the office, short-staffed as it was, had to depute additional duties to the support staff after consultation with them. The Head-clerk in consultation with the Teacher-in-charge monitored and evaluated their performance.. The accounts office learnt to use Tally through on-line interactive programme.

### 6.14 Initiatives taken by the institution to make the campus eco-friendly

- \* We have tried to make our campus green by planting trees and preserving them.
- \* We have kept our campus clean. Cleaning drives in the campus and locality was initiated by the NSS team
- \* We have asked our students to prevent misuse of water and electricity and have asked the Students' Union for its proper monitoring.
- \* We have applied for a solar power panel for our campus towards using of renewable sources of energy.

## Criterion – VII

### 7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

1)Students of the college who paint formed an involuntary club "Ankan" to teach poor children of the locality once a week, to draw and paint free of cost.2)Initiation of special music classes for interested students in the morning as a therapy to dispel stress they are otherwise subjected to.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

- Office partially automated. Search is on to locate the software for library that would meet the needs of the institution. Books purchased for library.
- Visual medium of learning introduced, albeit at a bare basic level.
- Extension activities in the form of slum visit, Dengue and AIDS awareness campaigns.

7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)\*

- **EDUCATION FOR EMPOWERMENT**
- **HMMC EXTRACURRICULAR PROJECT**

Please see Annexure

7.4 Contribution to environmental awareness / protection

- Preservation, plantation and protection of green in the campus.
- Conservation of non-renewable resources.
- Searching for alternate sources of energy

7.5 Whether environmental audit was conducted? Yes  No

7.6 Any other relevant information the institution wishes to add.

The college governing body has decided to introduce URDU as a general course. Inspection is done by the university and the institution is waiting for the official intimation in this regard.

## 8. **Plans of institution for next year**

- To digitise the teaching, learning and evaluation process of the institution further.
- To upgrade library and automate the library and office.
- Visual medium in learning.
- To encourage NSS unit of the college to undertake continuous extension activities in the form of slum adoption.

Name Dr Dipanwita Ghosh

Name Dr Soma Ghosh (Principal)

*Dipanwita Ghosh*

Signature of the Coordinator, IQAC

Hiralal Mazumdar Memorial College  
for Women  
Dakshineswar, Kolkata – 700 035

*Soma Ghosh*

Signature of the Chairperson, IQAC

DR. SOMA GHOSH  
Principal  
Hiralal Mazumdar Memorial College  
For Women  
Dakshineswar, Kolkata – 700 035

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MONTH	SUNDAYS (within working wks.)	HOLIDAY S	Working DAYS	UNIV. EXAMINATIONS	REMARKS
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**Annexure I: Institutional Calendar 2011-12**

**Pre Puja**



JULY'11	3/10/17/24/31	Nil	26	PART – II PART - I	ADMISSION as per university directive  PART – I classes will commence from 11 <sup>th</sup> July.  3 <sup>rd</sup> year classes for non lab based subjects will commence from 25 <sup>th</sup> July.
AUGUST' 11	7/14/21/28	8/8- 15/8- Independence Day 22/8- 31/8	23	PART – II - lab based sub. PART - I	3 <sup>rd</sup> year classes for lab based subjects will commence from 23 <sup>rd</sup> August.  2 <sup>nd</sup> year classes for non lab based subjects will commence from 16 <sup>th</sup> August.
SEPTEMBER'11	4/11/18/25	27/9-	25		Registration as per university directive  2 <sup>nd</sup> year classes for lab based subjects will commence from 12 <sup>th</sup> September.
OCTOBER'11	30/10	Puja vacation- 2-28/10	03	.....	.....

Post Puja

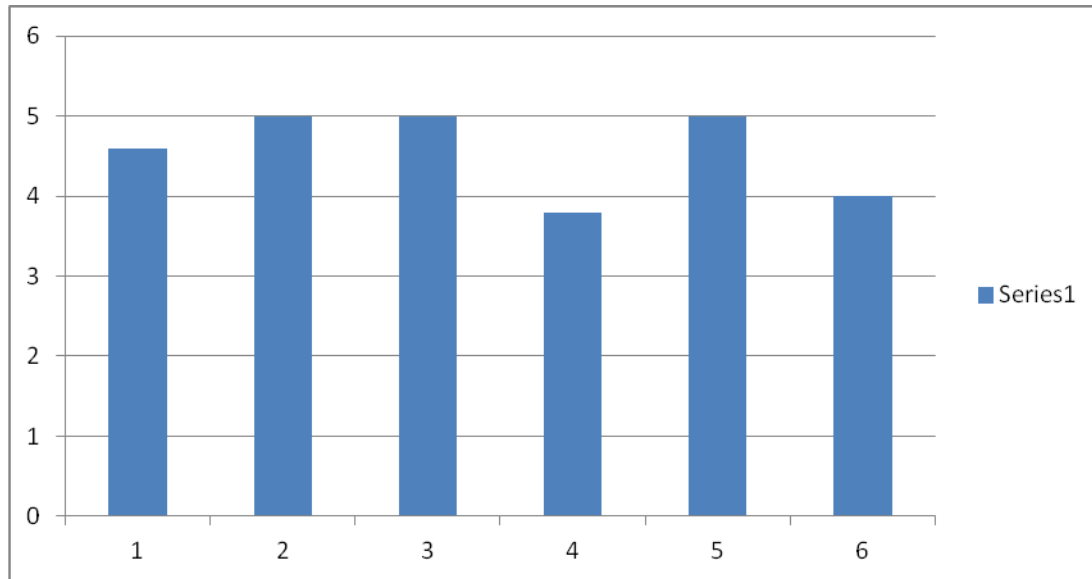
MONTH	SUNDAYS(within working wks.)	HOLIDAYS	TEACHING DAYS	UNIV. EXAMINATIONS	REMARKS
NOVEMBER'11	6/13/20/27	4/11- 7/11- 10/11	23		
DECEMBER'11	4/11/18	23/12- 06/12- 07/12- 25/12-01/01/2012- Christmas and Winter Recess	18		CLASS TESTS and TUTORIALS are taken for all the three years
JANUAARY'12	1/8/15/22/29	12/1- 23/1- Netaji Subhash Chandra Bose's Birth day 24/1- Principal's discretion 25/1- Maghotsab 26/1- Republic day 28/1-	20		CLASS TESTS and TUTORIALS are taken for all the three years.
FEBRUARY'12	5/12/19/26	20/2-	24		CLASS TESTS and TUTORIALS are taken for 1 <sup>st</sup> and 2 <sup>nd</sup> years.
MARCH'12	4/11/18/25	6/3-Election 8/3- DOL YATRA 9/3- HOLI	25		Test for 3 <sup>rd</sup> year will commence from 12 <sup>th</sup> March.  Counselling for 3 <sup>rd</sup> year outgoing examinees

					30/03- basanta utsab – celebration of colours of spring
APRIL' 12	1/8/15/22/29	6/4-Good Friday 7/4-Easter Saturday 13/4- Chaitra Sankranti 14/4-Benglai new year	21	PART – III	Counselling for 3 <sup>rd</sup> year outgoing examinees till their exam starts  Test for 2 <sup>nd</sup> year will commence from 2 <sup>nd</sup> April.
MAY'12	6/13/20/27	1/5- May Day 8/5- Summer recess will start from 15/05/2012	25	PART – III and PART - II	Counselling for 2 <sup>ND</sup> and 1 <sup>ST</sup> year outgoing examinees till their exam starts  Test for 1 <sup>ST</sup> year will commence from 2 <sup>nd</sup> May.
JUNE'12	3/10/17/24	21/06-Holiday	25	PART – II and PART - I	ADMISSION  Counseling for new entrants

SPECIAL CLASSES WILL BE ARRANGED BY THE RESPECTIVE DEPARTMENTS AS  
PER REQUIREMENT

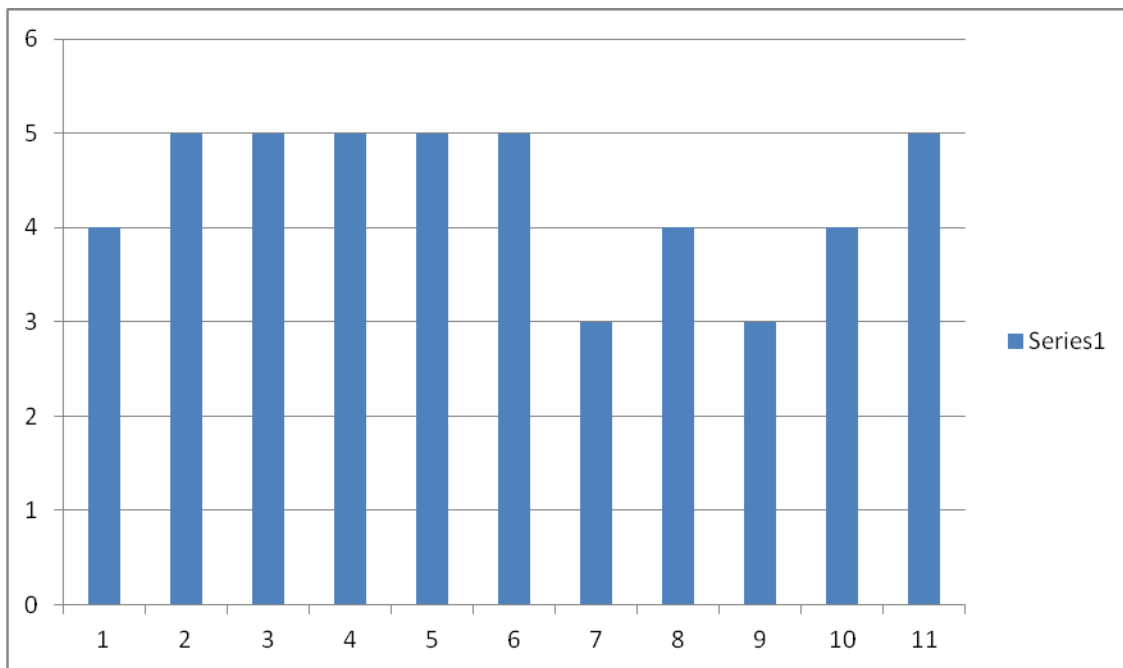
## Annexure 2: Evaluation of the institution by students

HMMCW Students' Feedback Report 2011-12 Part A: Teaching and Learning



- Legends:
1. Teaching method
  2. Finishing syllabus on time
  3. Contact time after class hours
  4. Supporting students beyond the curriculum
  5. Overall behavior with students
  6. Evaluation methods adopted by the teacher

Part B: College infrastructure



- Legends:
- 1. Overall teaching learning environment of the college
  - 2. Relationship of teachers with students
  - 3. Relationship of non-teaching staff with students
  - 4. Seminar library facility
  - 5. Central library facility
  - 6. Relationship with students' union
  - 7. College laboratory facility
  - 8. Running water facility
  - 9. Reprography services at college
  - 10. College canteen
  - 11. Overall college environment

### **Annexure 3: BEST PRACTICE – 2011-2012**

- **Title of the Practice: Education for Empowerment**

Couple of strategies have been adopted for the overall development of students coming from different sections of society and different background. This includes psychological counseling, participation in co-curricular activities.

#### **2. Goal**

Counseling is a systematic process of helping students through difficult times by using various counseling skills to enable them to overcome their difficulties. Counselling is offered by faculty, Psychology department, who help the students with complete confidentiality.

Counseling provides them you with unconditional support with respect to their competence.

Counseling can thus helps to explore possibilities, pay more focus on the goals the students wish to achieve or new ways to think about completing one's academic pursuits successfully or any life time skills – like decision making or positive ways of dealing with emotions. Students can even seek for counseling for reasons including high stress levels, depressed or sad mood, lack of concentration, difficulty adjusting to new surroundings or any sort of physical or mental disturbances.

The goal of the institution is to enable its students

- To be treated with dignity and worth
- To be listened to attentively
- To be informed about their rights and responsibilities
- To help them make the right decision

#### **3. The Context**

The best practices in the institutions have been promoted in full gusto. The institution has internalized the best practices in order to improve the functioning of the academic and administrative systems. It was designed to empower our girl students and contributing to the journey of social changes.

**The aim of the practice** is to equip the students with market competencies, so that they could meet with the demands of the changing scenario successfully. Meeting with an experienced and friendly counsellor can help the students to assess their questions and concerns, set goals and develop strategies and skills to manage stress and time or any issues you may be dealing with.

This can help to develop our campus resources and connections.

#### **4. The Practice**

We have planned to offer short term, confidential counselling in many areas of personal wellbeing and mental health including such issues as:

- wellness & life management
- new life experiences
- resource & referral
- crisis management
- depression
- anxiety
- stress management
- grief
- sexuality
- relationship issues
- family
- goal setting
- self development
- and any other as required by the students

#### **STUDENT CATEGORIES**

1) Socially-backward Students:

2) Economically-weaker Students

The practice that prevails is not strictly counselling in the professional sense but a way of managing students with a definite “the counselling approach” with a knack for bringing the best out of the students.

#### **5. Evidence of Success**

##### **Inclusive practices**

The institution has taken up different practices for students coming from the following sections of the society:

### 1) Socially-backward Students:

- It has taken steps for bringing scholarships for students exclusively belonging socially backward classes.
- The constitutional reservation for the SC's & ST's and other backward Classes (OBC's) are an important means of enabling the socially oppressed and depressed Castes to have access to higher education programmes. The State Government reservation policy as per the orders of the government are implemented in total in admission and encouraging students to participate on priority in academic pursuit of the Students.

### 2) Economically-weaker Students:

- The college has taken up the initiative to provide different types of aid for different courses.

### **Problems Encountered and Resources Required:**

The attempt is yet to receive full mental support from all quarters of staff and students as it is a new approach to life in an academic institution.

- Resources Required

- Human Resources/Professionals to impart training
- Professionals and psychologists for Counseling
- Mobilising funds

- **2. Title of the Practice: HMMC EXTRACURRICULAR PROJECT**

The title of the programme suggests that the efforts of the College to formalize its extracurricular programme are not superfluous; it is an important and integral part of the College curriculum.

#### 2. Goal

The College has broad goals for the development of its Students: some of those goals are fostered by the academic programme, but many of those goals are fostered only outside the classroom, through the extracurricular programmes.

From 2011-2012 academic session the College has decided to formalize its extracurricular activities for **all round development of the students**. The college is very keen to watch trends. Before the market forces catch our girl students off-guard, we have decided to prepare them to fight back, so that they can **cater to diverse needs of society, as well as of their own** and a sense of a **sense of community service** is developed among them.

#### 3. The Context

The extracurricular programme provides means through which students may pursue excellence and achieve distinction. This may be especially important when academic distinction proves elusive: the student whose performance in the classroom is average can gain self confidence through these extracurricular programmes.



The College expects participation in extracurricular activities as the extracurricular programme allows students to develop and display skills that are not accommodated by class work - for example, sports, music, dance, drama, preparation of food items etc.

Many extracurricular activities, both competitive and non-competitive, allow the College students to form social relationships with fellow students. It is an avenue to encourage the students to broaden their ambience and social outlook and bring them out from the grip of the social networking sites, keeping them stuck to the computer monitors.

#### **4. The Practice**

- **HMMC EXTRACURRICULAR PROJECT**

The aim of **HMMC EXTRACURRICULAR PROJECT** is to equip the students with market competencies, so that they could meet with the demands of the changing scenario successfully. This practice has boosted the image of the institution in the public eye, and has attracted students.

Most of the activities are, by their nature, collaborative; students are encouraged to work together within the context of the activity.

The extracurricular programmes provide incomparable opportunities for social contact and for forming friendships. As groups consist of members drawn from different class and sections, they encourage students to work together and thus enabling them to form good relationships with other students. Moreover, extracurricular activities also allow for regular and informal contact between students and teachers. Every faculty member is associated formally with an extracurricular activity. In this context, it should be noted that the College does not think that academic success and extracurricular involvement are incompatible.

A list of activities is like this:

1. Dance
2. Drama
- 3. Music**

Students are given an opportunity to choose their own activity. They are then made to participate in different programmes and intra college competitions are held to inspire the aspiring students. We have specific Cultural And Students' Welfare Committees, who lead the way for success of **HMMC EXTRACURRICULAR PROJECT**.

#### **5. Evidence of Success**

The practice has exercised a great motivational influence on the student community. The students are recognizing their potentialities, shedding their inhibitions and coming forward to participate in various activities being organized by the College. What is laudable is that they are benchmarking their achievements and effort. The results of the continuous inspiration are encouraging. It has encouraged students to think about their position in society and find pragmatic solutions to the challenges they face in their daily life:

- They have developed awareness of one another's problems and feel a sense of bonding and belongingness which is necessary to emerge from the state of mental isolation
- It has given the girls confidence and a sense of self-esteem
- It has alleviated their stress.
- It has shown alternative avenues to become economically empowered and given them the power to speak for themselves and in some cases, decision making.
- It has motivated them to collectively challenge the routines, conventions, taken-for-granted behaviours that shape their lives so as to become effective agents of change.

#### **6. Problems Encountered and Resources Required:**

The main problem is encountered in bringing girls out from their conservative and non-supportive families governed by a patriarchal mind-set.

- Resources Required
- Human Resources/Professionals to impart training
- Promotion of the scheme by its inclusion in the domain of NSS

#### **7. Notes**

- We are engaged in an ongoing journey of continuous measurable improvements, championed by empowered teachers at all levels of the institution. Our philosophy of excellence inspires each one in this college to give their best. The hallmark of the College is therefore marching ever onwards to greater heights of progress.