

## Criterion 1 – Curricular Aspects (100)

### Key Indicator – 1.1 Curricular Planning and Implantation (20)

Metric No.		Weightage
<p><b>1.1.1</b></p> <p><b>Q<sub>1</sub>M</b></p>	<p><b><i>The institution ensures effective curriculum delivery through a well planned and documented process</i></b></p> <p>Upload a description of the initiatives in not more than 500 words</p> <p><i>All the programmes taught in the college are affiliated to University of Calcutta and hence, all departments are required to implement the syllabus prescribed by the University of Calcutta. The Timetable Committee headed by the Principal and a senior Faculty Member draws up a detailed timetable which efficiently deploys the units of time for academic and co-curricular purposes as for example, theory, practical, tutorial, ICT, life-skill ,value education and add-on classes thereby ensuring a balance between the different types of engagement a student is expected to participate in. The departments strive for effective curriculum delivery through a combination of time-tested and innovative methods: beginning with an entry-point assessment of the student’s aptitude and expectations relating to the course; and proceeding according to a set of teaching plans based on an academic calendar detailed enough to cover the available timeframe, yet flexible enough to permit changes. The teaching plans consist of detailed apportionment of the syllabus among all the faculties of a particular department. The apportioning is done democratically through discussion and deliberations among faculties in departmental meetings. Faculty members take utmost care to complete the syllabus in time. Tutorials/projects, class tests and internal assessments comprise the formal evaluative processes, but students are encouraged to meet faculty beyond classroom hours for doubt-clearing and curricular discussions. Extra hours are devoted to taking remedial classes after completion of internal examinations to bolster students’ preparedness before University examinations. Periodic meetings of IQAC take stock of the progress of teaching learning, among other things and meetings of the Department with Principal and parent-teacher meetings are other forums where progress of the delivery of curriculum are regularly monitored and necessary course corrections are initiated.</i></p> <p><i>Since the institution specializes in the Humanities and the Social Sciences and as the whole human society is the laboratory in which students can observe, analyse and gain insight into various intricate aspects of their syllabus, much attention is paid to experiential learning like visits to the houses of eminent national heroes like Swami Vivekananda, Tagore and Netaji Subhas Chandra Bose, to museums, to prominent literary meets, and also are exposed to film shows to supplement class room teaching. The college is well equipped with smart class rooms, virtual class rooms, audio-visual and other ICT facilities which are extensively used by teachers in day to day teaching to make delivery of the curriculum attractive to students. Interactive teaching is promoted through students’ participation in group discussions, quizzes and seminars. Special lectures delivered by eminent scholars on topics related to the curriculum further intensify students’ learning experience.</i></p>	<p><b>10</b></p>

<p><b>1.1.2</b> <b>QnM</b></p>	<p><b><i>Number of certificate/diploma program introduced during the last five years</i></b></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>• Certificate/ diploma programcode</li> <li>• A, B,C, D</li> <li>• Name of theprogram</li> <li>• A- Computer course for all students</li> <li>• B- QGIS</li> <li>• C-FOSS (Free and Open Source Software)</li> <li>• D- English Language Course</li> <li>• Year of Introduction</li> <li>• A- 2014</li> <li>• B- 2016</li> <li>• C-2017</li> <li>• D-2018</li> </ul>	<p><b>5</b></p>
<p><b>1.1.3</b> <b>QnM</b></p>	<p><b><i>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</i></b></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>• Number of teachers participated</li> <li>• 4</li> </ul> <p>Name of the body in which full time teacher participated</p> <p><i>Dr. Ajanta Paul</i></p> <p>(1) Member, Governing body of St Paul’s Cathedral Mission College, Kolkata</p> <p>(2) Member of Senatus, Scottish Church College, Kolkata</p> <p>(3) Member, Board of Studies, Netaji Subhas Open University,</p> <p>(4) <b>External Expert</b>, IQAC, Jogesh Chandra Chaudhuri College, Kolkata.</p> <p>(5) <b>Member, United Missionary Primary Teachers’ Training College.</b></p> <p>(6) <b>Member, Union Christian Teachers’ Training College, Berhampore, West Bengal.</b></p> <p>(5) <b>Member, Panel of Post-Graduate Moderators, Netaji Subhas Open University.</b></p> <p><i>Sm Sikha Mukherjee</i></p> <p>Member of the Examination Committee, University of Calcutta in 2018</p> <p><i>Dr. Sudeshna Biswas</i></p> <p>1) Member, Board of Moderators (B.A/B.Sc. Part – I Honours Examination, 2014 – 2018 of University of Calcutta).</p> <p>2) Member, Editorial Advisory Council: Management Vision for Business and Education; A Half-Yearly Journal on Management Education (ISSN: 2347-727X).</p> <p><i>Dr. JayitaMukhopadhyay</i></p> <p>Member, Panel of Coordinators for the UG CBCS Model Questions in Political Science, appointed by BOS in September 2018.</p>	<p><b>5</b></p>

- Total Number of teachers

Formula  $4/34 \times 100 = 11.7\%$

$$\text{Percentage per year} = \frac{\text{Number of teachers participating in such bodies}}{\text{Total number of teachers}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Documents: Upload the scanned copies of the certificate supporting the participation of teachers

**Key Indicator – 1.2 Academic Flexibility (30)**

<b>Metric No.</b>		<b>Weightage</b>
<p><b>1.2.1</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>• Name of the new course introduced               <ol style="list-style-type: none"> <li>a) Statistics</li> <li>b) Journalism and Mass Communication</li> </ol> </li> <li>• Name of the Program               <ol style="list-style-type: none"> <li>a) <b>B. Sc General (CU)</b></li> <li>b) <b>B . A. General (CU)</b></li> </ol> </li> </ul> <p>Formula: Number of new courses/Total number of courses offered during last five years x100</p> <p>2/13x100= 15%</p>	<p align="center"><b>10</b></p>
<p><b>1.2.2</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>Percentage of programs in which Choice Based Credit System (CBCS)/elective course system has been implemented</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>• Names of all programs adopting CBCS AS per CU directives, with effect from July 2018, all programmes are now following CBCS</li> <li>• Names of all programs adopting elective coursesystem</li> </ul> <p>Formula:</p> $\frac{\text{Number of programs in which CBCS or elective course system implemented}}{\text{Total number of programs offered}} \times 100 = 100\%$	<p align="center"><b>10</b></p>

<p><b>1.2.3</b></p> <p><b>Q<sub>n</sub>M</b></p>	<p><i>Average percentage of students enrolled in subject related Certificate/ Diploma /Add-on programs as against the total number of students during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>• Total number of students enrolled in certificate diploma /Add-on programs</li> <li>• A- Computer course for all students</li> <li>• B- QGIS -24</li> <li>• C-FOSS (Free and Open Source Software) ?</li> <li>• D- English Language Course -54</li> </ul> <ul style="list-style-type: none"> <li>• Total number of students across all the programs</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Total number of students enrolled in Certificate or Diploma or Add-on programs}}{\text{Total number of students across all programs}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	<p><b>10</b></p>
--	---	------------------

**Key Indicator – 1.3 Curriculum Enrichment (30)**

Metric No.		Weightages
1.3.1  QM	<p><b><i>Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</i></b></p> <p>Upload:</p> <ul style="list-style-type: none"> <li>• A description of courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics</li> </ul> <p><i>The institution follows Curriculum of Calcutta University and hence offers a paper on <b>Environmental Studies</b> as part of the syllabus of final year students of both Honours and general courses.</i></p> <p><i>Apart from that socially relevant issues relating to Gender, Environment and Sustainability, Human Values and Professional Ethics have been integrated into the larger framework of the syllabus through a series of programmes that are designed to keep these crucial discourses in the forefront of holistic engagement.</i></p> <p><i>The <b>Eco Club</b> of the college, whose activities received accolades from the earlier NAAC peer team, has relentlessly pursued its good work of spreading awareness among students and the larger community about threats to our environment and the need to promote sustainability through its activities like rain water harvesting, recycling of water used in bathing for ground water recharging and various other activities. Through participation in various activities held by the clubs, young students of the college have become Eco crusaders. As part of a collaborative programme with an NGO entitled “Prakriti O Paribesh” working in Sundarban (world’s largest delta with a fragile Eco system), student volunteers of the Eco Club have collected clothes, books, stationery, medicines etc. for the poor children of the backward villages of the Sundarban area who are often victims of floods and other natural hazards. This act of kindness on part of our students received special mention in media reports and have enthused our students to reach out more to their fellow citizens in distress. Another significant development happened in March 2018. Thirty one students of Women’s Christian College participated in Green Revolution Global Certification Program under the aegis of United Nations Framework Convention on Climate Change, successfully completed the program and secured certificates. The UN body <b>awarded</b> the institution a Certificate of acknowledgement and appreciation for its successful participation in this unique program to Educate, Inspire and Act Against Climate Change.</i></p> <p><i>The <b>Women’s Study Cell</b> is another vibrant body which is carrying forward the mantle of empowering girls and underprivileged women through its flagship programme ‘ SUCHARU’, a tailoring and</i></p>	10

embroidery course and those completing the course have been able to receive work assignments. The Gender Sensitization Wing of the Cell has worked consistently to make our students aware of their rights and duties and face discrimination and harassment boldly. A Gender Champion Award is accorded to a student who has shown exceptional courage in standing up and resisting harassment and oppression.

**The Inclusiveness Studies and Practices Centre** also takes various initiatives to make our students more responsive towards people with special needs. In collaboration with Ramakrishna Mission Blind Boys' Academy, the cell organized a one day workshop on Tactile Learning Strategies for the Visually Challenged. Visually challenged participants found the workshop quite rewarding. A film show by the Cell on Active Aging made our students aware of their responsibilities towards senior citizens. As humanity needs to preserve culture and artistic accomplishments for posterity, **SUMELI**, Folk Studies Archive of the College was formed in 2017 with the initial objective of sensitizing students and faculty alike about the rich folk art traditions of our country. A seminar on 'Exploring Folk Tradition of Bengal' contributed to the revival of popular interest in folk art forms of Bengal. Thus, the college pays utmost attention to the inculcation of human values in our students.

A Two-Day Workshop on Human Values Development was held in the college by the All India Association for Christian Higher Education (AIACHE) in which faculty members from various colleges participated. Faculty representatives (including the Principal) have attended similar programmes organized by AIACHE and the United Board of Christian Higher Education in Asia (UBCHEA) in various venues for their overall growth. Moreover, students as well as Faculty members have attended programmes and camps on Human Values and Ethics organized by the Student Christian Movement of India (SCMI).

The list of core courses

Environmental Studies

( Part of 3rd year Hons./General/Major degree Course,  
Full marks-100)

<p><b>1.3.2</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Number of value-added courses imparting transferable and life skills offered during the last five years</i></b></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> <li>• Names of the value added courses with 30 or more contacthours           <ol style="list-style-type: none"> <li>1) Karate classes once a week for all first year students</li> <li>2) WATER TIDE KAYAKING and DISASTER MANAGEMENT PROGRAMME conducted by National Adventure Foundation W.B. Chapter <b>on the</b> River Hooghly from 13th to 15th February, 2015 sponsored by the Ministry of Youth Affairs and Sports, Government of India.</li> <li>3) WATER TIDE KAYAKING and DISASTER MANAGEMENT PROGRAMME conducted by National Adventure Foundation W.B. Chapter <b>on the</b> River Hooghly from 14th to 16<sup>th</sup> January, 2016 sponsored by Ministry of Youth Affairs and Sports, Government of India.</li> <li>4) WATER TIDE KAYAKING and DISASTER MANAGEMENT PROGRAMME conducted by National Adventure Foundation W.B. Chapter at River Hooghly from 24th to 28th July, 2018 sponsored by Ministry of Youth Affairs and Sports, Government of India.</li> </ol> </li> <li>• No. of times offered during the same year           <ol style="list-style-type: none"> <li>Karate throughout the year. Rest, once in a year</li> </ol> </li> <li>• Total no. of students completing the course in the year           <ol style="list-style-type: none"> <li>1) Karate, all first year students.</li> <li>2) 15 students in 2015, 15 students in 2016 and 15 students in 2018</li> </ol> </li> </ul>	<p><b>15</b></p>
<p><b>1.3.3</b> <b>Q<sub>n</sub>M</b></p>	<p><b><i>Percentage of students undertaking field projects / internships</i></b></p> <p>Data Requirements:</p> <ul style="list-style-type: none"> <li>• Names of the program           <ol style="list-style-type: none"> <li>1) Compulsory field trips and field reports as part of curriculum for Geography (Honours and General) students</li> <li>2) Compulsory field trips and field reports as part of curriculum for Sociology Honours students</li> </ol> </li> <li>• No. of students undertaking field projects / internships in the last five years           <ol style="list-style-type: none"> <li>1) 285 in 4 years, (Geography)</li> <li>2) 42 in 4 years (Sociology)</li> </ol> </li> </ul> <p><b>Formula:</b></p> $\frac{\text{Number of students undertaking field projects or internships}}{\text{Total number of students}} \times 100$	<p><b>5</b></p>

**85Key Indicator – 1.4 Feedback System (20)**

<p><b>Metric No.</b></p>		<p><b>Weightage</b></p>
--------------------------	--	-------------------------

<b>1.4.1</b> <b>QnM</b>	<i>Structured feedback received from design and review of syllabus</i> <i>Semester wise /year wise</i> 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for <b>Options:</b> A. Any 4 of above Four, Students, Teachers, Alumni Parents B. Any 3 of above C. Any 2 of above	
----------------------------	---	--

	<p>D. Any 1 of above E. None of the above</p> <p><b>Opt one</b></p> <p>Data Requirements: Report of analysis of feedback received from different stakeholders year wise</p> <p>Documents: Upload Stakeholder feedback report, Action taken report on it as minuted by the Governing Council, Board of Management.</p>	<b>10</b>
<p><b>1.4.2</b> <b>QnM</b></p>	<p><b><i>Feedback processes of the institution may be classified as follows:</i></b></p> <p>A. Feedback collected, analysed and action taken and feedback available on website B. Feedback collected, analysed and action has been taken B. Feedback collected and analysed D. Feedback collected E. Feedback not collected</p> <p><b>Opt One</b></p> <p>Documents: Upload Stakeholder feedback report, Action taken report on it as minuted by the Governing Council, Board of Management</p>	<b>10</b>