LORETO COLLEGE
KOLKATA

MARIA REGINA ANGELORUM

CRUCI FIDO

DUM SPIRO

1912-2012

NAAC
RE-ACCREDITATION
REPORT 2012

RE-ACCREDITATION REPORT

SECTION – B

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PART - I

INSTITUTIONAL DATA

PROFILE OF THE COLLEGE

Part I: Institutional Data

A) Profile of the College

1. Name and address of the college:

Name: Loreto College Address: 7 Middleton Row City: Kolkata   District: Kolkata   State: West Bengal Pin Code: 700 071 Website :   www.loretocollege.in

2. For communication:

Office

Name	Area/ STD code	Tel. No.	Fax No.	E-mail
Principal: Sr Christine Coutinho	033	2264 0952	2265 3444	loretcol@cal2.vsnl.net.in
Vice Principal .				

Steering Committee Coordinator: Dr Aditi Dasgupta	033	2264 0952	2265 3444	loretcol@cal2.vsnl.net.in

Residence

Name	Area/ STD code	Tel. No.	Mobile No.
Principal: Sr Christine Coutinho	033	2264 0952	09874562153
Vice Principal			
Steering Committee Coordinator: Dr Aditi Dasgupta			09432168231

3. Type of Institution:
   a. By management
      i.   Affiliated College   √
      ii. Constituent College   ☐

   b. By funding
      i.   Government   ☐
      ii. Grant-in-aid   √
      iii. Self-financed   ☐
      iv. Any other   ☐
         (Specify the type)

   c. By Gender
      i.   For Men   ☐
      ii. For Women   √
      iii. Co-education   ☐

4. Is it a recognized minority institution?

Yes √ Religious Minority   No ☐

If yes specify the minority status (Religious/linguistic/ any other)

(Provide the necessary supporting documents) (Annex 1 i)

5. a) Date of establishment of the college:

Date	Month	Year
02	02	1912

b) University to which the college is affiliated (If it is an affiliated college)

or which governs the college (If it is an constituent college)

Calcutta

University

6. Date of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	28.06.1998	
ii. 12 (B)	28.06.1998	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act) (Annex 1 ii)

7. Does the University Act provide for autonomy of Affiliated/ Constituent Colleges?

Yes √   No ☐

If yes, has the college applied for autonomy?

Yes ☐   No √

8. Campus area in acres/sq.mts:

2.75 Acres

9. Location of the college: (based on Govt. of India census)

Urban   √
Semi-urban   ☐
Rural   ☐
Tribal   ☐
Hilly area   ☐

Any other (specify) [   ]

10. Details of programmes offered by the institution: (Give last year's data)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
i)	Under-graduate	Bachelor of Arts/ Science/ Major	3 Yrs	Pass 10+2	English		778
ii)	Post-graduate	B.Ed	1 Yr	Graduate	English	60	60
iii)	M.Phil						
iv)	Ph. D.						
v)	Certificate course						
vi)	UG Diploma						
vii)	PG Diploma						
viii)	Any Other (specify)						

(Additional rows may be inserted as per requirement)

11. List the departments:

Science
Departments:
1. Geography
2. Psychology
3. Computer Application
Arts
Departments:
1. English
2. Education
3. History
4. Political Science
5. Communicative English
6. Economics
7. Journalism & Mass Communication

8. Human Rights
9. Film Studies
10. Hindi
11. Bengali
Commerce
Departments:
Any Other (Specify)
Departments:

12. Unit Cost of Education

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

   (a) including the salary component = Rs. 45,950

   (b) excluding the salary component = Rs. 9,655

ANNEXURES

Government of West Bengal
Education Directorate
Bikash Bhavan, Salt Lake City, Kolkata-700 091.

Memo No.   632-UGC   Kolkata, the 17th April, 2006.
          4P-126-UGC/99(Pt-II).

From : The Director of Public Instruction,
        West Bengal.

To   : The Principal,
         Loreto College,
         7, Middleton Row,
         Kolkata-700 071.

        The undersigned has been directed to inform the college authority that as per G.O.No.1256-Edn(CS), dt.6.10.1999 Loreto College is considered as a 'Minority College' by the Government of West Bengal.

for Director of Public Instruction,
West Bengal.

Manju/

All communications should be addressed
to the Joint Secretary by designation
and not by name.

विश्वविद्यालय अनुदान आयोग University Grants Commission

दूरभाष PHONE : दफ्तर OFF : (033) 3584767
फैक्स FAX : (033) 358 0586
विश्वविद्यालय अनुदान आयोग
पूर्वी क्षेत्रीय कार्यालय
एल बी-8 सेक्टर-3, साल्ट लेक
कलकत्ता - 700 091
UNIVERSITY GRANTS COMMISSION
EASTERN REGIONAL OFFICE
LB-8 SECTOR III SALT LAKE
CALCUTTA-700 091

No. F

No.F.10-29/91(CD-4/ERO)   June 28, 1999

To

The Principal,
Loreto College,
7, Middleton Row,
Calcutta-700 071.

Sub: Inclusion of the college under Sections 2(f) and 12 B of the UGC Act.

Madam,

    With reference to your query on the above mentioned subject, this is
to certify that Loreto College, affiliated to Calcutta University is included
under Sections 2(f) and 12 B of the UGC Act and fit to receive Central
Assistance.

                        Yours faithfully,

                        (S. Bhattacharya)
                        Joint Secretary

B) Criterion-wise Inputs

Criterion I: Curricular Aspects

1.   Does the College have a stated
      Vision?

| Yes | √ | No | |

      Mission?

| Yes | √ | No | |

      Objectives?

| Yes | √ | No | |

2.   Does the college offer self-financed Programmes?   Yes √ No ☐

      If yes, how many?

      | 3 |

      Fee charged for each programme (include

      Certificate , Diploma, Add-on courses etc.)

Sl.No.	Programme (B.sc., B.Com. etc.)	Fee charged in Rs.
1.	Film Studies	Rs 300/- p.m Rs 600/- p.a
2.	Human Rights	Rs 300/- p.m Rs 600/- p.a
3.	Computer Application	Rs 750 p.m Rs 2000/- p.a.
4.		

3.   Number of Programmes offered under
      a. annual system

      | 9 |

b. semester system | - |

c. trimester system | - |

4. Programmes with

a. choice based credit system

Yes		No	√	Number	

b. Inter/multidisciplinary approach

Yes		No	√	Number	

c. Any other, specify

Yes		No		Number	

5. Are there Programmes where assessment of teachers by students is practiced?

Yes	√	No		Number	

6. Are there Programmes taught only by visiting faculty? **Only Enrichment Courses**

Yes	√	No		Number	

7. New programmes introduced during the last five years

	Yes		No		Number	
UG	Yes	√	No		Number	2
PG	Yes		No		Number	
Others (specify)	Yes	√	No		Number	6

Enrichment Courses

8. How long does it take for the institution to introduce a new programme within the existing system?

1 Yr

9. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes	√	No	

10. Was there major syllabus revision during the last five years? If yes, indicate the number.

Yes	√	No		Number	14

11. Is there a provision for Project work etc. in the programme? If yes, indicate the number.

Yes	√	No		Number	5

12. Is there any mechanism to obtain feedback on curricular aspects from

a. Academic Peers?

Yes	√	No	

b. Alumni?

Yes	√	No	

c. Students?

Yes	√	No	

d. Employers?

Yes	√	No	

e. Any other?

Yes		No	√

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission to various courses?
   a) Through an entrance test developed by the institution   √
   b) Common entrance test conducted by the University/Government   -
   c) Through interview   √
   d) Entrance test and interview   √
   e) Merit at the previous qualifying examination   √
   f) Any other (Aptitude)   √

(If more than one method is followed, kindly specify the weightages)

2. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic year

Programmes (UG and PG)	Open category		SC/ST category		Any other (Minority)	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.A.Hons	Aggregate above 60%	50	60	40	60	40
B.Sc Hons	Aggregate above 60%	50	60	40	60	40
B.A.Major	Aggregate above 60%	50	60	40	60	40
B.Sc Major	Aggregate above 60%	50	60	40	60	40
B.A.Gen	Aggregate above 60%	45	60	40	60	40
B.Sc Gen	Aggregate above 60%	50	60	40	60	40
B.Ed	Aggregate above 60%	50	60	40	60	40

3. Number of working days during the last academic year

240

4. Number of teaching days during the last academic year

240

5. Number of positions sanctioned and filled   Sanctioned/ Filled

	Sanctioned	Filled
Teaching	36	36
Non-teaching	25	16
Technical		

6. a. Number of regular and permanent teachers (gender-wise)

Professors	M		F	

Readers	M		F	9

8

		Sr. Grade lecturers	M		F	5
			M		F	22
		Lecturers				

b.	Number of temporary teachers (gender-wise)	Lecturers – Full- time	M	-	F	-
		Lecturers – Part-time	M	-	F	-
		Lecturers (Management appointees) - Full time	M		F	5
		Lecturers (Management appointees) - Part time	M		F	5
		Any other	M		F	
		Total	M		F	

c.	Number of teachers	From the same State	35
		From other States	1

* M – Male   F – Female

			Number	%
7.	a.	Number of qualified/ permanent teachers and their percentage to the total number of faculty	36	78
	b.	Teacher: student ratio	1 : 18	
	c.	Number of teachers with Ph.D. as the highest qualification and their percentage to the total faculty strength	15	33
	d.	Number of teachers with M. Phil as the highest qualification and their percentage to the total faculty strength	5	11
	e.	Percentage of the teachers who have completed UGC, NET and SLET exams	48 %	

f. Percentage of the faculty who have served as resource persons in Workshop/ Seminars/ Conferences during the last five years

17.3%

g Number of faculty development programmes availed by teachers (last five years)

	1	2	3	4	5
UGC/ FIP programme	1				
Refresher:	2	2		2	1
Orientation:		1	2	3	1
Any other (Staff Development)	1	1	1	1	1

h Number of faculty development programmes organized by the college during the last five years

	1	2	3	4	5
Seminars/ workshops/symposia on curricular development, teaching- learning, assessment, etc.	2	2	2	2	5
Research management					
Invited/endowment lectures					
Any other (INDAUS)			1	1	

8. Number and percentage of the courses where predominantly the lecture method is practiced

Number	%
10	71

9. Does the college have the tutor-ward system?　　Yes √　No ☐

If yes, how many students are under the care of a teacher?

07

10. Are remedial programmes offered?

Yes	√	No		Number	14

11. Are bridge courses offered?

Yes		No	√	Number	

12. Are there Courses with ICT-enabled teaching-learning processes?

Yes	√	No		Number	14

13. Is there a mechanism for:
    a. Self appraisal of faculty?　　　　　　　Yes √No ☐

    b. Student assessment of faculty performance?　　Yes √ No ☐

    c. Expert /Peer assessment of faculty performance?　Yes ☐ No √

14. Do the faculty members perform additional administrative work? If yes, the average number of hours spent by the faculty per week

Yes √ No □

| 2 |

Criterion III: Research, Consultancy and Extension

1. How many teaching faculty are actively involved in research? (Guiding student research, managing research projects etc.,)

Number	% of total
4	

2. Research collaborations

a) National   Yes □   No √

    If yes, how many?

b) International

    If yes, how many?   Yes □   No √

3. Is the faculty involved in consultancy work?   Yes √   No □

| Honorary |

    If yes, consultancy earnings/ year (average of last two years may be given)

4. a. Do the teachers have ongoing/ completed research projects?   Yes √   No □

    If yes, how many?   On going

| 3 |
| |

    Completed

b. Provide the following details about the ongoing research projects

Major projects	Yes		No	√	Number		Agency		Amt.	
Minor projects	Yes	√	No		Number	4	Agency	UGC	Amt.	266800

11

College Projects	Yes		No	√	Number		Amount			
Industry sponsored	Yes		No	√	Number		Industry		Amt.	
Any other (specify)										
No. of student research projects	Yes		No	√	Number		Amount sanctioned by the College			

5.   Research publications:

International journals	Yes	√	No		Number	2
National journals – refereed papers	Yes	√	No		Number	3
College journal	Yes		No		Number	
Books	Yes	√	No		Number	3
Abstracts	Yes		No		Number	
Any other (specify)	Yes		No		Number	

Awards, recognition, patents etc. if any (specify) 1 Taylor & Francis Award for 2011- Royal Geographical Society & the Institution of British Geographers for excellence in teaching Geography.

6.   Has the faculty
   a) Participated in Conferences?   Yes √   No ☐   Number   35

   b) Presented research papers in Conferences?   Yes √   No ☐   Number   26

7. Number of extension activities organized in collaboration with other agencies/NGOs (such as Rotary/Lions Club) (average of last two years)

| 5 |

8. Number of regular extension programmes organized by NSS and NCC (average of last two years)

NSS	NCC
4	

9. Number of NCC Cadets/units

M		F		Units	NA

10. Number of NSS Volunteers/units

M		F	60 to100	Units	1

Criterion IV: Infrastructure and Learning Resources

1. (a) Campus area in acres

| 2.75 acres |

(b) Built up area in Sq. Meters

| 3030.9 sq mts |

(*1 sq.ft. = 0.093 sq.mt)

2. Working hours of the Library

(a) On working days

| 8.30 a.m. – 5p.m. |

(b) On holidays

| 9.00 a.m. – 3 p.m. |

(c) On Examination days

| 8.30 a.m. - 5 p.m. |

3. Average number of faculty visiting the library/day (average for the last two years)

| 12 |

4. Average number of students visiting the library/day (average for the last two years)

| 170 |

5. Number of journals subscribed to the institution

| 69 |

6. Does the library have the open access system?

| Yes | √ | No | |

7. Total collection (Number)

Titles	Volumes
	49130
	19

    a.   Books
    b.   Textbooks
    c.   Reference books
    d.   Magazines
    e.   Current journals
          Indian journals
          Foreign journals

42
8

    f.   Peer- reviewed journals
    g.   Back volumes of journals

724

    h.   E-resources
          CDs/ DVDs
          Databases
          Online journals
          Audio- Visual resources

425
INFLIPNET – N List

    i.   Special collections (numbers)
          Repository
          (World Bank, OECD, UNESCO etc.)
          Interlibrary borrowing facility
          Materials acquired under special schemes (UGC, DST etc.)
          Materials for Competitive examinations including Employment news, Yojana etc.
          Book Bank
          Braille materials
          Manuscripts
          Any other (specify)

Yes	No	No.
	√	
	√	
	√	
√		3
√		
	√	
	√	

8 Number of books/journals / periodicals added during the last two years and their total cost

	The year before last		Last Year	
	Number	Total Cost (Rs.)	Number	Total Cost (Rs.)
Text books ⎫	645	370132	476	284010
Reference Books ⎬				
Other books & CDs ⎭				
Journals/Periodicals (Renewed)	13	110554	20	77752
Encyclopedia				
Any other(specify) Newspaper, Journals Membership for British Council & American Library		8515 9500		8122 6500

9. Mention the

    Total carpet area of the Central Library (in sq. ft) — 3,280 sq ft

    Number of departmental libraries — 6

    Average carpet area of the departmental libraries — In Classrooms

    Seating capacity of the Central Library (Reading room) — 100

10. Status of Automation of the Library
    not initiated   ☐
    fully automated   √
    partially automated   ☐

11. Percentage of library budget in relation to the total budget — 4%

12. Services/facilities available in the library (If yes, tick in the box)

Circulation	√
Clipping	√
Bibliographic compilation	√
Reference	√
Reprography	√
Computer and Printing	√
Internet	√
Inter-library loan	√
Power back up	√
Information display and notification	√
User orientation /information literacy	√
Any other (specify)	

13. Average number of books issued/returned per day

150

14. Ratio of library books to the number of students enrolled

63:1

15. Computer Facilities

Number of computers in the college

66

Number of Departments with computer facilities - **All**

Central computer facility (Number of terminals)

9 LAN facility for all computer systems

Budget allocated for purchase of computers during the last academic year

2,74,666/-

Amount spent on maintenance and upgrading of computer facilities during the last academic year

70,000/-

	Dialup	Broadband	Others (Specify)
Internet Facility, Connectivity		√	

Number of nodes/ computers with Internet facility

25

16.   Is there a Workshop/Instrumentation Centre?

Yes		No	√	Available from the year	

17.   Is there a Health Centre?

Yes		No	√	Available from the year	

18.   Is there Residential accommodation for

Faculty ?

Yes		No	√

Non-teaching staff ?

Yes	√	No	

19.   Are there student Hostels?

Yes		No	√

If yes, number of students residing in hostels

Male

Yes		No		Number	

Female

Yes		No		Number	

20.   Is there a provision for

a) Sports fields

Yes		No	√

b) Gymnasium

Yes		No	√

c) Womens' rest rooms

Yes	√	No	

d) Transport

Yes		No	√

e) Canteen/Cafetaria

Yes	√	No	

f) Students centre

Yes		No	√

g) Vehicle parking facility

Yes	√	No	

Criterion V: Student Support and Progression

1. a Student strength

(Provide information in the following format, for the past two years)

Student Enrolment	UG			PG (B.Ed)			M.Phil			Ph.D			Diploma / Certificate			Self-Funded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Number of students from the same State where the college is located		779 768			60 60													10 10	
Number of students from other States																		
Number of NRI students																		
Number of foreign students		7 8																

M – Men, **F- Female**, **T-Total**

b.   Dropout rate in UG and PG (average for the last two batches)

	Number	%
UG	9	1.1
PG		

2. Financial support for students: (last Year)

	Number	Amount
Endowments:		
Freeships:	27	98590

	Number	Amount
Scholarship (Government) Scholarship (Institution)	20	121650/ -
Number of loan facilities:		
Any other financial support		
(Specify)		

3. Does the college obtain feedback from students on their campus experience?

Yes √ No ☐

4. Major cultural events (data for last year)

Events	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√		31			48
Inter-university	√		3			5
National				√		8
Any other (Rabindra Jayanti etc)	√		31			21

5. Examination Results (data of past five years)

Results	UG					PG					M. Phil				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pass Percentage	100	99	99	99	99										
Number of first classes	15	21	37	41	41										
Number of distinctions															
Ranks (if any)															

(* Add more columns if not adequate)

6. Number of overseas programmes on campus and income earned:

Number	Amount	Agency
1	1,50,000	IPSL

7. Number of students who have passed the following examinations during the last five years

NET		5			6
SLET					
CAT	1	2			
TOEFL		1			
GRE	1	2		1	
GMAT		2			
Civil services (IAS / IPS/IFS)					
Defence Entrance					
Other service Banking		1			
Any other (PGCHRM, Foreign University, TISS NIFT, NIIT, COMMITS)	3	3	4	4	4

8. Is there a Student Counselling Centre?

Yes	√	No	

9. Is there a Grievance Redressal Cell?

Yes	√	No	

10. Does the college have an Alumni Association?

Yes	√	No		Formed in the year	2000

11. Does the college have a Parent-teachers Association?

Yes		No	√	Formed in the year	

Criterion VI: Governance and Leadership

1. Has the institution appointed a permanent Principal?

Yes	√	No	

If Yes,
denote the qualifications

Ph D

If No,
for how long has the position been vacant?

2. Number of professional development programmes held for the
Non-teaching staff (last two years)

-	

3. Financial resources of the college (approximate amount) – Last year's data

Grant-in-aid **Salary**	2,70,77,096/-
UGC	6,97,500/-
Fee from aided courses	10,11700/-
Donation	13,86,679/-
Fee from Self-funded courses	2,31,362/-
Any other (specify)	

4. Statement of Expenditure (for last two years)

Item	Before last	last year
% spent on the salaries of faculty	75	66
% spent on the salaries of non-teaching employees including contractual workers	14	11
% spent on books and journals	1	1
% spent on Building development	1	1
% spent on hostels, and other student amenities	-	-
% spent on maintenance - electricity, water, telephones, infrastructure	3	7
% spent on academic activities of departments - laboratories, green house, animal house, field trips etc.	1	1
.% spent on research, seminars, etc.	0.5	0.9
% spent on miscellaneous expenditure	5.5	9.1

Note: The institution may provide the details regarding the above table as per the heads of
accounts being maintained. However, care may be taken to cover the above items.

5. Dates of meetings of Academic and
Administrative Bodies during the last
two years:

Last year	Year before last

Governing Body	12.3.'11 - 26.7.'11 30.11.'11	9.3.'11: 2 – 2.8.'11 30.11.'10
:Internal Admn. Bodies (mention only three most important bodies)	1. IQAC 2. Alumnae 3. Staff Meetings 1. First Saturday of every month 2. 6 times a year 3. 15 Please refer to table under 6.2.1	1. IQAC 2. Alumnae 3. Staff Meetings 1. First Saturday of every month 2. 12 times 3. 12 Please refer to table under 6.2.1
Any other (specify)		

6.   Are there Welfare Schemes for the academic community?

Loans:	Yes	√	No
Medical allowance	Yes		No
Any other (Provident Fund)	Yes	√	No

7.   Are there ICT supported / Computerised units/processes/activities for the following?

a) Administrative section/ Office

Yes	√	No	

b) Finance Unit

Yes	√	No	

c) Student Admissions

Yes	√	No	

d) Placements

Yes	√	No	

e) Aptitude Testing

Yes	√	No	

f) Examinations

Yes	√	No	

g) Student Records

Yes	√	No	

Criterion VII: Innovative Practices

1. Has the institution established Internal Quality Assurance Mechanisms?

Yes	√	No	

4. Do students participate in the Quality Enhancement initiatives of the Institution?

Yes	√	No	

3. What is the percentage of the following student categories in the institution?

a. SC

b. ST

c. OBC

d. Women

e. Differently-abled

f. Rural

h. Tribal

i. Any other Foreigners

1.2%
7.3%
1.4%
100%
.6%
-
7.3%
.01%

4.   What is the percentage of the following category of staff?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC			1	.06%
b	ST			-	
c	OBC			-	
d	Women	41	100%	9	32%
e	Physically-challenged				
f	General Category	41	100%		
g	Any other (specify)				

5. What is the percentage incremental academic growth of the following category of students for the last two batches?

	Category	At Admission		On completion of the course	
		Batch I	Batch II	Batch I	Batch II
a.	SC	1.1	0.7	0.8	0.4
b.	ST	5.4	5.3	5.1	5.7
c.	OBC	1.1	0.7	0.8	0.8
d.	Women	92.2	93.2	93.1	93
e.	Physically challenged	Nil	1	Nil	1.2
f.	General Category	92.2	93.2	93.1	93
g	Any other (specify)				

C. Profile of the Departments

		Responses
		Psychology
1.	Name of the Department	
2.	Year of Establishment	2007
3.	Number of Teachers sanctioned and present position	03 / 01
4.	Number of Administrative Staff	-
5.	Number of Technical Staff	01
6.	Number of Teachers and Students	04 130
7.	Demand Ratio (No. of seats: No. of applications)	-
8.	Ratio of Teachers to Students	1:32
9.	Number of research scholars who had their master's degree from other institutions	02 from Calcutta University
10.	The year when the curriculum was revised last	2010
11.	Number of students passed NET/SLET etc. (last two years)	-
12.	Success Rate of students (What is the pass percentage as compared to the University average?	95%
13.	University Distinction/ Ranks	02
14.	Publications by faculty (last 5 years)	-
15.	Awards and recognition received by faculty (last five years)	Ph.D in 2010
16.	Faculty who have Attended National and International Seminars (last five years)	02
17.	Number of National and International seminars organized (Last five years)	National 01
18.	Number of teachers engaged in consultancy and the revenue generated	02
19.	Number of Ongoing projects and its total outlay	01
20.	Research projects completed during last two & its total outlay	-
21.	Number of inventions and patents	-
22.	Number of Ph. D theses guided during the last two years	-
23.	Number of Books in the Departmental Library, if any	50
24.	Number of Journals/Periodicals	-
25.	Number of Computers	0I Laptop
26.	Annual Budget	Rs 35,000/-

C. Profile of the Departments

		Responses
		Bengali
1	Name of the Department	Bengali
2	Year of Establishment	
3.	Number of Teachers sanctioned and present position	01-
4.	Number of Administrative Staff	-
5.	Number of Technical Staff	-
6.	Number of Teachers and Students	01 /100 (1st,2nd & 3rd Yr)
7.	Demand Ratio (No. of seats: No. of applications)	-
8.	Ratio of Teachers to Students	1:16 (Elective) 1:70 (Vernacular)
9.	Number of research scholars who had their master's degree from other institutions	N.A.
10.	The year when the curriculum was revised last	2011
11.	Number of students passed NET/SLET etc. (last two years)	N.A.
12.	Success Rate of students (What is the pass percentage as compared to the University average?	100%
13.	University Distinction/ Ranks	-
14.	Publications by faculty (last 5 years)	02
15.	Awards and recognition received by faculty (last five years)	-
16.	Faculty who have Attended National and International Seminars (last five years)	02
17.	Number of National and International seminars organized (Last five years)	N.A
18.	Number of teachers engaged in consultancy and the revenue generated	N.A.
19.	Number of Ongoing projects and its total outlay	-
20.	Research projects completed during last two & its total outlay	-
21.	Number of inventions and patents	N.A.
22.	Number of Ph. D theses guided during the last two years	N.A
23.	Number of Books in the Departmental Library, if any	1552
24.	Number of Journals/Periodicals	-
25.	Number of Computers	Nil
26.	Annual Budget	Rs 10.000/- For Books

C. Profile of the Departments

		Responses	
1.	Name of the Department	**Journalism & Mass Communication**	
2.	Year of Establishment	2004	
3.	Number of Teachers sanctioned and present position	01	01
4.	Number of Administrative Staff	-	
5.	Number of Technical Staff	02	
6.	Number of Teachers and Students	01 / 56	
7.	Demand Ratio (No. of seats: No. of applications)	30:240	
8.	Ratio of Teachers to Students	1:56	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	2010	
11.	Number of students passed NET/SLET etc. (last two years)	-	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	100%	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	-	
15.	Awards and recognition received by faculty (last five years)	-	
16.	Faculty who have Attended National and International Seminars (last five years)	02	
17.	Number of National and International seminars organized (Last five years)	01	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	-	
20.	Research projects completed during last two & its total outlay	-	
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	210	
24.	Number of Journals/Periodicals	01	
25.	Number of Computers	Laptop 1	
26.	Annual Budget	Rs 20,000	

C. Profile of the Departments

		Responses	
		Computer Application	
1.	Name of the Department		
2.	Year of Establishment	2007	
3.	Number of Teachers sanctioned and present position	02	03
4.	Number of Administrative Staff	-	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	03 / 21 (CA) / 250 (Compulsory CL)	
7.	Demand Ratio (No. of seats: No. of applications)	-	
8.	Ratio of Teachers to Students	1:22 (2nd & 3rd Yr) 1:20 (Compulsory)	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	2005	
11.	Number of students passed NET/SLET etc. (last two years)	-	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	99%	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	-	
15.	Awards and recognition received by faculty (last five years)	-	
16.	Faculty who have Attended National and International Seminars (last five years)	02	
17.	Number of National and International seminars organized (Last five years)	-	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	-	
20.	Research projects completed during last two & its total outlay	-	
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	370 approx	
24.	Number of Journals/Periodicals	-	
25.	Number of Computers	39 (Computer Lab) 27 (Others)	
26.	Annual Budget	Rs 25,000/-	

C. Profile of the Departments

		Responses	
		Geography	
1.	Name of the Department		
2.	Year of Establishment	General 1961 Honours 1963	
3.	Number of Teachers sanctioned and present position	05	05
4.	Number of Administrative Staff	-	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	07/109	
7.	Demand Ratio (No. of seats: No. of applications)	-	
8.	Ratio of Teachers to Students	7: 109	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	2010	
11.	Number of students passed NET/SLET etc. (last two years)	03	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	-	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	01	
15.	Awards and recognition received by faculty (last five years)	01	
16.	Faculty who have Attended National and International Seminars (last five years)	-	
17.	Number of National and International seminars organized (Last five years)	2	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	-	
20.	Research projects completed during last two & its total outlay	-	
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	-	
24.	Number of Journals/Periodicals	-	
25.	Number of Computers	7	
26.	Annual Budget	Rs 40,000/-	

C. Profile of the Departments

		Responses	
1.	Name of the Department	**Political Science**	
2.	Year of Establishment	1961(General) 1982 (Honours)	
3.	Number of Teachers sanctioned and present position	04	
4.	Number of Administrative Staff	-	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	04 / 80	
7.	Demand Ratio (No. of seats: No. of applications)	-	
8.	Ratio of Teachers to Students	1: 20	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	2010	
11.	Number of students passed NET/SLET etc. (last two years)	02	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	-	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	06	
15.	Awards and recognition received by faculty (last five years)	-	
16.	Faculty who have Attended National and International Seminars (last five years)	4	
17.	Number of National and International seminars organized (Last five years)	1	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	-	
20.	Research projects completed during last two & its total outlay	-	
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	-	
24.	Number of Journals/Periodicals	-	
25.	Number of Computers	01	
26.	Annual Budget	Rs 30,000/-	

C. Profile of the Departments

		Responses	
		Hindi	
1.	Name of the Department		
2.	Year of Establishment	1953	
3.	Number of Teachers sanctioned and present position	01	
4.	Number of Administrative Staff	-	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	01 / 21 (Elective) 89 (MIL)	
7.	Demand Ratio (No. of seats : No. of applications)	-	
8.	Ratio of Teachers to Students	Elective 1: 21 MIL 1: 89	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	2010	
11.	Number of students passed NET/SLET etc. (last two years)	-	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	-	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	06	
15.	Awards and recognition received by faculty (last five years)	Ph.D	
16.	Faculty who have Attended National and International Seminars (last five years)	National International	20 01
17.	Number of National and International seminars organized (Last five years)	-	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	-	
20.	Research projects completed during last two & its total outlay	-	
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	Approx 905 books	
24.	Number of Journals/Periodicals	-	
25.	Number of Computers	-	
26.	Annual Budget	Rs. 10,000/-	

C. Profile of the Departments

		Responses	
1.	Name of the Department	**Film Studies**	
2.	Year of Establishment	2004	
3.	Number of Teachers sanctioned and present position		1
4.	Number of Administrative Staff	-	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	01 / 26	
7.	Demand Ratio (No. of seats : No. of applications)	1: 25 (approx)	
8.	Ratio of Teachers to Students	-	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	2009	
11.	Number of students passed NET/SLET etc. (last two years)	-	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	-	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	03	
15.	Awards and recognition received by faculty (last five years)	-	
16.	Faculty who have Attended National and International Seminars (last five years)	01	01
17.	Number of National and International seminars organized (Last five years)	-	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	-	
20.	Research projects completed during last two & its total outlay	-	
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	-	
24.	Number of Journals/Periodicals	01	
25.	Number of Computers	-	
26.	Annual Budget	Rs 15,000/-	

C. Profile of the Departments

		Responses	
1.	Name of the Department	**Economics**	
2.	Year of Establishment	1927	
3.	Number of Teachers sanctioned and present position	02	02
4.	Number of Administrative Staff	N.A	
5.	Number of Technical Staff	N.A	
6.	Number of Teachers and Students	02 / 145	
7.	Demand Ratio (No. of seats: No. of applications)	-	
8.	Ratio of Teachers to Students	1: 72 (approx)	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	2010 - 11	
11.	Number of students passed NET/SLET etc. (last two years)	-	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	100%	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	03	
15.	Awards and recognition received by faculty (last five years)	-	
16.	Faculty who have Attended National and International Seminars (last five years)	National	01
		International	02
17.	Number of National and International seminars organized (Last five years)	N.A	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	-	
20.	Research projects completed during last two & its total outlay	-	
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	-	
24.	Number of Journals/Periodicals	-	
25.	Number of Computers	-	
26.	Annual Budget	Rs 15,000/-	

C. Profile of the Departments

		Responses
		Communicative English
1.	Name of the Department	
2.	Year of Establishment	1997
3.	Number of Teachers sanctioned and present position	Shared with English Department
4.	Number of Administrative Staff	
5.	Number of Technical Staff	
6.	Number of Teachers and Students	10 / 80
7.	Demand Ratio (No. of seats : No. of applications)	
8.	Ratio of Teachers to Students	1 : 8
9.	Number of research scholars who had their master's degree from other institutions	
10.	The year when the curriculum was revised last	2009
11.	Number of students passed NET/SLET etc. (last two years)	-
12.	Success Rate of students (What is the pass percentage as compared to the University average?	100%
13.	University Distinction/ Ranks	-
14.	Publications by faculty (last 5 years)	-
15.	Awards and recognition received by faculty (last five years)	-
16.	Faculty who have Attended National and International Seminars (last five years)	
17.	Number of National and International seminars organized (Last five years)	-
18.	Number of teachers engaged in consultancy and the revenue generated	-
19.	Number of Ongoing projects and its total outlay	-
20.	Research projects completed during last two & its total outlay	-
21.	Number of inventions and patents	-
22.	Number of Ph. D theses guided during the last two years	-
23.	Number of Books in the Departmental Library, if any	1196
24.	Number of Journals/Periodicals	-
25.	Number of Computers	Laptop
26.	Annual Budget	10,000

C. Profile of the Departments

		Responses	
		English	
1.	Name of the Department		
2.	Year of Establishment	1912	
3.	Number of Teachers sanctioned and present position	05	05
4.	Number of Administrative Staff	-	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	05 / 95	
7.	Demand Ratio (No. of seats: No. of applications)	35: 1000	
8.	Ratio of Teachers to Students	1: 60	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	2010	
11.	Number of students passed NET/SLET etc. (last two years)	05	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	100 %	
13.	University Distinction/ Ranks	one	
14.	Publications by faculty (last 5 years)	05	
15.	Awards and recognition received by faculty (last five years)	-	
16.	Faculty who have Attended National and International Seminars (last five years)	05	05
17.	Number of National and International seminars organized (Last five years)	1 National Seminar	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	Journal	
20.	Research projects completed during last two & its total outlay		
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	150 (approx)	
24.	Number of Journals/Periodicals	03	
25.	Number of Computers	01	
26.	Annual Budget	Rs 50,000/-	

C. Profile of the Departments

		Responses	
1.	Name of the Department	**Education**	
2.	Year of Establishment	1954	
3.	Number of Teachers sanctioned and present position	06	
4.	Number of Administrative Staff	-	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	06 / 100	
7.	Demand Ratio (No. of seat : No. of applications)	40 : 80	
8.	Ratio of Teachers to Students	1 : 30	
9.	Number of research scholars who had their master's degree from other institutions	1 from Madras University 1 from JNU	
10.	The year when the curriculum was revised last	2009 - 11	
11.	Number of students passed NET/SLET etc. (last two years)	-	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	100%	
13.	University Distinction/ Ranks	23	
14.	Publications by faculty (last 5 years)	24	
15.	Awards and recognition received by faculty (last five years)	NSS reward Doctoral Fellowship from ICSSR	
16.	Faculty who have Attended National and International Seminars (last five years)	06	
17.	Number of National and International seminars organized (Last five years)	03	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	01MRP	5500/-
20.	Research projects completed during last two & its total outlay	-	
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	174	
24.	Number of Journals/Periodicals	-	
25.	Number of Computers	1 Laptop	
26.	Annual Budget	Rs 25,000/-	

C. Profile of the Departments

		Responses	
		History	
1.	Name of the Department		
2.	Year of Establishment	1913	
3.	Number of Teachers sanctioned and present position	05	05
4.	Number of Administrative Staff	N.A.	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	05 / 63	
7.	Demand Ratio (No. of seats: No. of applications)	-	
8.	Ratio of Teachers to Students	1:12	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	-	
11.	Number of students passed NET/SLET etc. (last two years)	NET 1	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	-	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	06	
15.	Awards and recognition received by faculty (last five years)	-	
16.	Faculty who have Attended National and International Seminars (last five years)	05	
17.	Number of National and International seminars organized (Last five years)	-	
18.	Number of teachers engaged in consultancy and the revenue generated	N.A	
19.	Number of Ongoing projects and its total outlay	N.A	
20.	Research projects completed during last two & its total outlay	N.A	
21.	Number of inventions and patents	N.A	
22.	Number of Ph. D theses guided during the last two years	N.A	
23.	Number of Books in the Departmental Library, if any	N.A	
24.	Number of Journals/Periodicals	N.A	
25.	Number of Computers	1 Laptop	
26.	Annual Budget	Rs 40,000/-	

C. Profile of the Departments

		Responses	
1.	Name of the Department	**Human Rights**	
2.	Year of Establishment	2005	
3.	Number of Teachers sanctioned and present position	01	01
4.	Number of Administrative Staff	-	
5.	Number of Technical Staff	-	
6.	Number of Teachers and Students	1/80	
7.	Demand Ratio (No. of seats: No. of applications)	-	
8.	Ratio of Teachers to Students	1:80	
9.	Number of research scholars who had their master's degree from other institutions	-	
10.	The year when the curriculum was revised last	-	
11.	Number of students passed NET/SLET etc. (last two years)	-	
12.	Success Rate of students (What is the pass percentage as compared to the University average?	100%	
13.	University Distinction/ Ranks	-	
14.	Publications by faculty (last 5 years)	-	
15.	Awards and recognition received by faculty (last five years)	-	
16.	Faculty who have attended National and International Seminars (last five years)	01	
17.	Number of National and International seminars organized (Last five years)	01	
18.	Number of teachers engaged in consultancy and the revenue generated	-	
19.	Number of Ongoing projects and its total outlay	03	
20.	Research projects completed during last two & its total outlay	-	
21.	Number of inventions and patents	-	
22.	Number of Ph. D theses guided during the last two years	-	
23.	Number of Books in the Departmental Library, if any	-	
24.	Number of Journals/Periodicals	-	
25.	Number of Computers	-	
26.	Annual Budget	Rs 20,000/-	

PART – II

THE EVALUATIVE REPORT

EXECUTIVE SUMMARY

Executive Summary

An institution of higher education in India today, Loreto College, established in 1912 and managed by the religious order of the Institute of the Blessed Virgin Mary is a Christian Minority college aided by the Government. The institution has 833 students, 36 substantive teaching posts, 7 management posts and 14 non-teaching staff. There are 15 members of the Support staff and their supervisor.

This hundred year old institution has had to face many challenges and undergo significant changes in the face of the impact of globalization and technology in the modern world. In keeping with the changing scenario in higher education, the college has had to prepare students to face global requirements while simultaneously inculcating a value system that would ensure that they, along with their institution, contribute to national development by serving the needs of society and the economy. While keeping its vision and mission based on the legacy of its foundress Mary Ward intact, Loreto College has been innovative, creative and entrepreneurial in its approach to education and has an active Internal Quality Assurance Cell (IQAC) that makes a continuous effort to raise the institutional standards and ensure quality.

The RAR report was prepared in accordance with the format given by NAAC. Institutional data is provided in Part I while Part II contains the Evaluative Report.

Curricular Aspects

Loreto College is an affiliated college of the University of Calcutta and is thereby constrained to follow the syllabus and core curriculum specified by the university. However, faculty members maintain close connections with the Undergraduate Board of Studies at the university so that they may offer suggestions regarding changes in syllabi and examination question formulation. Workshops and seminars have been attended by management and faculty to offer feedback on new thrust areas of the curriculum. While honouring its choice to remain an Arts and Social Science college, the institution realizes that it is imperative to provide academic flexibility. One of its best practices lies in offering a wide range of programmes that cater to different levels of learners and incorporate both academic and extra curricular activities.

Teaching-Learning and Evaluation

The admission process to the different courses is through a multi-layered, transparent and broad-based system that includes counselling even prior to admission, written admission tests, analysis of high school reports, interviews and taking into cognizance outstanding performance in sports and extra curricular activities. First generation learners and girl students from economically challenged backgrounds, students from other parts of India (particularly North-East India) as well as differently-

abled students are encouraged to apply. The teaching-learning process is student-centric and ICT is used in the classrooms to supplement traditional lecture methods. The institution has fully qualified faculty members in keeping with UGC norms. They continuously upgrade their teaching and research potential. One of the best practices is that the evaluation process is highly innovative, stress-free and continuous, combining traditional examination methods with the writing of term papers, seminar papers, book reviews, creative writing, tutorials, debates and study tours.

Research, Consultancy and Extension

The institution has a healthy research culture with faculty members publishing in national and international journals. Students too are strongly encouraged to publish. Faculty members often offer their services in a specific academic area to other institutions by lecturing at the post-graduate level. The institution integrates the curriculum with community service as part of extension activities and some departments have established formal agreements with other reputed institutions.

Infrastructure and Learning Process

Loreto College has a centrally located campus with good infrastructure that includes well-equipped laboratories, spacious classrooms, health services, an open-shelf, computerised library, canteen, staff room and student common room. ICT is used extensively in classrooms but one of the best practices in the development of learning resources is the central library which has INFLIB-NET, Lib-Sys and a large collection of books, DVDs and journals.

Student Support and Progression

The college is one of the few in Kolkata that offers a huge range of co-curricular and extra curricular opportunities to students in the form of 20 clubs and societies. Students across all disciplines are encouraged to join these societies to ensure what Loreto has always advocated – a holistic education that combines academic excellence with cultural activities and social service to the community. A full-time counsellor offers counselling to all students while a Placement Cell assists students in securing information about job opportunities.

Governance and Leadership:

Governance is participative and decentralized with the involvement of management, faculty, students and stakeholders. The various units of governance are interlinked. The inclusive growth of the institution is ensured by involving stakeholders, Alumnae, public and parents. The head of the institution plays a key role in governance and management. Departments prepare action plans for academic and co-curricular activities at the beginning of each academic year.

Innovative Practices

Internal Quality is monitored by the IQAC which was formed as per the evaluating observations of previous NAAC peer team visits. One of the most innovative practices of the college is its policy of decentralization and its remarkable increase in IT usage in the classrooms, in administration and the library. The college has a number of interdisciplinary and enrichment courses keeping in mind recent trends.Student-teacher relationships are nurtured and cherished and there is an effort towards evolving an innovative evaluation pattern for the students. Value education has been and continues to be a major thrust area for this institution and these values are exemplified in practice by the community orientation inculcated in the students and the faculty, all of whom participate in extension activities like NSS etc. Empowering women and providing access to socially backward, economically weak, differently abled and first generation learners is a priority for this institution even while it upholds its academically high standards. The college maintains a close relationship with its stakeholders. Parents are a part of the Governing Body and they, along with members of the community and locality are invited to all college activities.

CRITERION-WISE EVALUATIVE REPORT

CRITERION-I

CURRICULAR ASPECTS

Criterion I: Curricular Aspects

1.1 Curriculum Design and Development

1.1.1   State the vision and mission of the institution, and how it is communicated to the students, teachers, staff and other stakeholders?

The **vision** of the college is **"to form women alive to the needs of our world, with the knowledge which gives them power to act, motivated by the love which gives them purpose and wisdom in their action."**

The **mission** of the institution is derived from its motto **"Nurturing to Freedom". This involves making the college a dynamic entity, to discern changing needs and readjust structures and activities in response. A love for the poor should enable the college to be a place where social justice and equal access is credibly insisted upon and ensured and where human values are prioritized and there is a shared commitment for the common "greater" good. It is the mission of the college to educate women to have a lifelong sense of participation in developmental endeavours and to disseminate knowledge through value-based education.**

This is communicated to staff, teachers, students and stakeholders through a printed prospectus and through the official college website. It is also displayed prominently within the college premises. Formal and non-formal interactions with parents, guardians, stakeholders and members of the community and society also contribute to publicising the mission and vision of the college. Parents, sponsors, donors and members of the community are invited to all major college programmes and this in turn disseminates the vision and mission among members of the public.

1.1.2   How does the mission statement reflect the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientation?

One of the primary distinguishing features of Loreto's educational effort is **the empowerment of women through a holistic education.** The college makes every effort to live up to its mission statement by imparting quality education to women students, including those from economically challenged backgrounds. **The Women's Cell**, established in 1996 helps young women who have dropped out of school to clear the Open School examinations and then if possible, to carry on as undergraduate students in this college. In 2010 a student from the Women's Cell was, for the first time, awarded the B.A. degree from the University of Calcutta. In keeping with the values and traditions of Loreto College, **students are encouraged not only to excel academically but also to acquire the confidence, skills and global competencies needed in today's world**.

1.1.3   Are the academic programmes in line with the institution's goals and objectives? If yes, give details on how the curricula developed / adopted, address the needs of the society and have relevance to the regional / national and global trends and developmental needs? (access to the Disadvantaged, Equity, Self development, Community and National Development, Ecology and environment, Value orientation, Employment, ICT introduction, Global and National demands and so on)

The academic programmes offered are consistent with the chief goals and objectives. Loreto College has chosen to remain a **Liberal Arts and Social Sciences college** and offers a wide range of courses framed by the parent university but every effort has been made to provide feedback on new thrust areas and to interact with university authorities like the Chairperson of the Undergraduate Board of Studies regarding changes in syllabi. As an affiliated college, Loreto has to follow a prescribed syllabus. Many faculty members have participated in workshops and seminars relating to syllabus

revision. Members of the Political Science, English and History departments have prepared model questions for the university and suggested new, critical patterns of questioning. **Environmental Science** is compulsory for final year students as part of the prescribed syllabus but the college has gone further by initiating a **Green Campus** programme and by having exhibitions and academic lectures by well – known environmentalists to explore areas outside the syllabus. The **Women's Studies Society** has a vital role to play in a women's college and its plan of collaborating with the Catherine of Sienna Virtual University and starting an e-learning course will go a long way in structuring the programme of the Society.There is also an active **National Service Scheme (NSS)** which was started with permission from the University of Calcutta and organizes many community projects keeping in mind global and national demands. Loreto College is one of the few colleges in Kolkata where there are compulsory and weekly **Value Education** classes. This is not prescribed by the university but amalgamated into the academic curriculum of the college in keeping with Loreto's founder **Mary Ward's core values of justice, freedom, sincerity, truth and joy**. A Guest Lecture by the members of the Blind Persons' Association on "Role of Blind Persons' Association in the Field of Education of the Sightless" was held on August 14, 2009 to sensitize students and faculty towards the visually challenged sections of society.

The institution provides quality education to all sections of society. Self development is enhanced through a host of extra curricular activities. The institution is very **sensitive to the fragility of the environment and the need to preserve it**. Seminars, exhibitions and lectures are organized by the extremely proactive WE Nature Club. **ICT** is used extensively on campus.

1.1.4   How does the curriculum cater to inclusion/integration of Information and Communication Technology (ICT) in the curriculum, for equipping the students to compete in the global employment markets?

ICT is used extensively in the classrooms to supplement traditional lecture methods. At student seminars, which are a regular feature in the college, students are encouraged to make **power point presentations**. In 2010, a change to TFT in the splitter device have enabled improved and simpler mode of interaction with the students. Students of Journalism use the **Software Quark Express** to publish an in-house journal called *Edit Desk*. Members of the Literary Society publish a magazine *Expressions* where they use Photoshop and Corel Draw to design covers and organize the layout. Members of the ICT Society design brochures, the college prospectus, and invitation cards for various events and programmes conducted within the college campus. This training helps them to acquire jobs in global employment markets including reputed newspapers and media houses. A special **GIS course for MAP INFO 8.5 version** for 3rd Year students of Geography was provided in the 2009-10 session. Although not prescribed by the university, it was felt that this training would lead to career advancement for the students. ICT is also used in the **Management Information System. Basic computer literacy is compulsory for all students.**

1.1.5 Specify the initiatives and contributions of the institution in the curriculum design and development process. (Need assessment, development of information database, feedback from faculty, students, alumni, employees and academic peers, and communicating the information and feedback for appropriate inclusion and decisions in statutory academic bodies, Membership of BOS and by sending agenda items etc.)

Based on feedback from students and faculty, members of various departments convey suggestions and innovative practices to the parent university. However, the university makes the final decision regarding curriculum design.**In the case of the Human Rights programme, which is a self-financing course, the faculty of Loreto College formulated the syllabus which was approved by**

the university. Faculty members have also designed the Women's studies curriculum to be introduced soon.

1.2 Academic Flexibility

1.2.1 What are the range of programme options available to learners in terms of Degrees, Certificates and Diplomas?

There are **3 Year Honours degree programmes** in English, Education, Geography, History, Psychology and Political Science and **3 Year General degree programmes** in Elective English, Bengali, Hindi, Economics, Film Studies, Journalism and Mass Communication, Education, History, Political Science, Geography and Human Rights. In addition there are **3 Year Major (Vocational)** degree programmes in Communicative English and Computer Applications in keeping with the need for inducing global skills among the students. The History Department identified Heritage Studies as an emerging area of relevance and has introduced a **self-financing Certificate Course on Heritage and Conservation.** The college also offers **Certificate courses in IPSL** (International Partnership for Service Learning and Leadership) in collaboration with IPSL, New York , **Music, Legal Awareness, Interior Designing, French, Spanish, Calligraphy and Functional English.**

1.2.2 Give details on the following provisions with reference to academic flexibility, value addition and course enrichment:

a) Core options: English, Education, Geography, History, Psychology and Political Science

b) Elective options: Elective English, Bengali, Hindi, Economics, Film Studies, Journalism and Mass Communication, Education, History, Political Science, Geography and Human Rights

c) Add on courses: Guitar, Piano, Violin, Drums, Legal Awareness, Functional English, Mathematics for competitive examinations, French, Spanish, GIS, Calligraphy, Interior Designing

d) Interdisciplinary courses: IPSL, Heritage and Conservation

e) Flexibility to the students to move from one discipline to another: Honours students may move to a General Course

f) Flexibility to pursue the programme with reference to the time frame (flexible time for completion): If a student feels that she cannot cope with an Honours course after completing the First or the Second Year, she is given the academic flexibility to repeat the year and choose new subjects.

1.2.3 Give details of the programmes and other facilities available for International students (if any)

IPSL students from the United States attend special classes on Ethics, Morality and Leadership in Modern India. They are also offered classes on Indian literature and culture. There are a **number of students from Thailand** who follow the regular academic curriculum. Library, common room and canteen facilities are made available to all of them. Some Thai students require special help with the English language and this special assistance is provided by faculty free of charge.

1.2.4   Does the institution offer any self-financed programmes in the institution? If yes, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification and salary etc.

The Heritage and Conservation course is a self financing course culminating in a seminar. Other self-financing courses are **Film Studies, Human Rights, Music, Legal Awareness, IPSL, Interior Designing and an Advanced Computer Course (including web designing).** Admission is open to all interested candidates across different disciplines. The curriculum is decided upon by a group of experts along with faculty members. Experts in the field are called to deliver a series of lectures and an honorarium is given to each of them. The fees are very nominal to enable students from all backgrounds to attend the courses.

1.3 Feedback on Curriculum

1.3.1. How does the college obtain feedback on curriculum from

a) Students?

The college obtains feedback from students through a questionnaire that is given to the students regarding the curriculum, the teaching-learning process.

b) Alumni?

Alumnae members are part of the Governing Body and the Alumnae Association and provide valuable feedback for quality enhancement.

c) Parents?

Parents interact regularly with management and faculty and parent representatives are also present in the Governing Body of the college.

d) Employers / Industries?

Faculty members who interact closely with university authorities and industry are able to provide feedback regarding new courses and syllabi.

e) Academic peers and community?

Academic peers and members of the community are invited regularly to address students and faculty and this kind of networking provides valuable feedback from their respective perspectives.

1.3.2. How is the above feedback analyzed and the outcome / suggestions used for continuous improvements, and communicated to the affiliating university for appropriate inclusion?

The management takes into account the feedback received from parents, members of the community and former students. This is analyzed by the management and the departments and faculty members who are often instrumental in conveying suggestions to the affiliating university at workshops and seminars on curriculum.

1.4 Curriculum update

1.4.1   What is the frequency and the basis for syllabus revision and what are the major revisions made during the last two years?

The syllabus is usually revised every 4-5 years by the university to accomodate recent trends and emerging thrust areas. The English Literature syllabus has now incorporated Indian Writing in English, Translation Studies, New Literatures in English, Creative Writing and Post Colonial studies.

1.4.2   How does the institution ensure that the curriculum bears a thrust on core values adopted by NAAC?

The institution does not formulate the syllabus since it is affiliated to a parent university but it makes a concerted effort to introduce courses or programmes outside the circumscribed syllabus in order to highlight the core values adopted by NAAC. For example, **the NSS carries out a number of programmes like organizing slum camps and health camps in the city to contribute to national development.** Students and faculty go to these sites and give educational talks to raise awareness and assist underprivileged members of society. Every experience is evaluated. **A new and innovative curriculum was formulated in 2007-2008 for the Womens Cell students**. Classes for economically

challeged women students are conducted, for instance in Shorthand, Typewriting, Knitting and Secretarial Practice to instill income generating skills. Skilled human resources are encoraged through the vocational and add on programmes the college offers to foster global competencies among students. ICT is used extensively by faculty, students and the administration. **Value Education,** though not in the syllabus, has always been an integral part of a Loreto education and there are regular classes each week, taken by the Principal for all students of the college. **The IQAC meets regularly to monitor quality control and enhancement**.

1.4.3 Does the institution use the guidelines of statutory bodies (UGC/ AICTE / State Councils of HE and other bodies) for developing and/or restructuring the curricula?

The parent university does use the guidelines of statutory bodies like the UGC to restructure the curricula. For example, as per UGC recommendations, the Environmental Science paper has been made into a 100 mark paper from a 50 mark paper and now includes project work.

1.4.4 How are the existing courses modified to meet the emerging/ changing national and global trends?

While the college does not have the authority to modify existing courses prescribed by the University of Calcutta, **tremendous effort has been made to make these courses more meaningful in the light of changing national and global trends**. Seminars and workshops outside the syllabus are held to open up new avenues of enquiry. The History Department has identified **Heritage Studies** as an emerging area both from the national and international perspective and initiated a **certificate course on Heritage and Conservation** which focusses on different thrust areas each year. In 2010 the thrust area was **Environmental Heritage**. It has formed linkages with national and global bodies like **INTACH and AUS-Heritage**. A Major (**Vocational**) course on **Computer Applications**, affiliated

to the University of Calcutta was introduced in 2007 to meet emerging national and global trends. A **Womens Studies Society** was inaugurated in 2007 that organizes lectures and seminars related to gender studies. In 2008 the Geography Department held a **Bridge Course** for the 1st Year students (Honours and General) to enable the students to academically adjust to the subject at college. Here mathematics, trigonometry, chemistry, geology, introduction to various types of maps, and census and administrative data was taught. The Geography Department also organized **field trips** for students to create ecological and environmental awareness. For instance, in 2007 the final year Geography Honours students undertook an excursion to Arunachal Pradesh to study the Adi tribes of Yingkiong district. The Computer Department organized a seminar on "Recent Trends in Computer Science and Technology – Career Prospects" on January 18, 2008. In February 2009, the English, Journalism and Film Studies Departments collaborated on a **UGC sponsored National Seminar** on War in Literature, Reportage and Films entitled "On the Frontline." From 2008 onwards, Third Year History students have been taken on **educational tours of historical sites** on the Hooghly River, viz. Hanseswari temple in Bansberia, the Imambara & Bandel Church as well as the French Institute in Chandernagore. Films and documentaries regularly screened on texts or topics included in the syllabus to give the students a more inclusive view of their academic discipline. Students are often asked to critically compare a written text with the film version. Since Creative Writing was introduced into the English Literature syllabus by the university, **a selection of the work of students of the Creative Writing course was published** in a book entitled *Twisted Forevers: Old Tales Made New* in 2009.

1.5 Best Practices in Curricular Aspects

1.5.1 What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

In the last 5 years initiatives have been taken by the college to uphold quality sustenance and enhancement. Faculty members have liasoned with the university to ensure that the curriculum remains of a high standard and is not diluted.

1.5.2 What best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

The best practices have been the **introduction of courses outside the syllabus** so that emerging thrust areas are covered, if not by the prescribed syllabi, at least by the extra mural programmes offered. Most of these are **interdisciplinary**, allowing the students to cut across disciplines in keeping with global trends. Lectures have been organized in 2007 on **"Literature and the Other Arts"** so that liberal arts students can nurture an appreciation of other cultures and arts like painting, music and dance. A 3- day workshop on Editing and Publishing in collaboration with Seagull Books which was very valuable for students who wish to pursue a career in the publishing industry was held in 2008. **Value education** has been an area of focus from the institution's inception and continues to be so with regular classes integrated into the curriculum. **The college was able to formulate the curriculum of the Human Rights course and the Women's Studies course**. In the last 5 years, a great deal of **community work and outreach programmes** has been initiated to integrate students with less privileged members of society. Particularly commendable is the compulsory 12 hours of community service by every final year student; this is made part of their normal curriculum. Collaboration has been fostered with human rights activists in order to **amalgamate human rights into the intellectual life of the college**. The Political Science Department has organized **Street plays**

on contemporary social issues. All these quality sustenance and enhancement measures have been undertaken by the college in conformity with its objetive of maintaining high academic standards while forming women "alive to the needs of this world."

Re-accreditation:

In the previous NAAC assessment record, it had been observed under Curricular Aspects that the college should start more professional courses like Computer and IT based courses, Management courses and Post Graduate courses. It was also suggested that General courses could be upgraded to the Honours level in a phased manner.

The college took cognizance of these recommendations and acted upon them as follows:

- **A Major (Vocational) course on Computer Applications** was begun in the academic year 2007-2008.

- **Psychology was upgraded into an Honours course from a General course**.

- **Economics Honours with Mathematics** as an elective subject is being introduced from 2012.

- The English department plans to begin **an autonomous Post Graduate course** as soon as new classrooms are built. Meetings have been held already to discuss details of the proposed syllabus. Work has started on the expansion of the college building for this purpose.

- A short-term professional course on **Interior Designing** has been introduced.

CRITERION - II

TEACHING – LEARNING AND EVALUATION

Criterion II: Teaching – Learning and Evaluation

2.1   Admission Process and Student Profile.

2.1.1 How does the institution ensure wide publicity to the admission process?

   a. Prospectus

   b. Institutional Website

   c. Advertisement in Regional/ National Newspapers

   d. Any other (specify)

Loreto College ensures wide publicity to the admission process through its institutional website (www.loretocollege.in) (in the process of being made dynamic), it's Prospectus and notices that are prominently displayed on the premises. National newspapers often carry information about admission procedures in leading city colleges.

2.1.2   How are the students selected for admission to the following courses? Give the

cut-off percentage for admission at the entry level.

a)   General: Aggregate of 60% and subject marks of 60%.

b)   Professional: N.A.

c)   Vocational: Aggregate of 50%

For vocational courses like Communicative English, admission is often need-based.

2.1.3   How does the Institution ensure transparency in the Admission process?

Transparency in the admission system is ensured by having a **multi-layered procedure**. Initially, applications are screened by faculty and candidates short-listed based on their academic excellence, school reports and co- curricular and extra- curricular activities. A certain weightage is given to each criterion. The short- listed candidates are then asked to appear for a written test. If they clear the test,

their names are publicly displayed in order of merit on the notice board. They are then asked to appear for an interview with the Principal after which the final selected list of candidates is put up both on the official college website and on a public notice board on the premises, accessible to all.

2.1.4   How do you promote access to ensure equity?

a)   Students from disadvantaged community

b)   Women

c)   Differently-abled

d)   Economically-weaker sections

e)   Sports personnel

f)   Any other (specify)

The initial screening process is instrumental in ensuring equity. The government quota for SC/ST/OBC is taken into account. All the students are women since Loreto College is an exclusively women's college. Differently-abled and economically weak students are encouraged to apply. Besides Sports personnel, students who have distinguished themselves in a social, cultural or artistic sphere like outstanding community service, dance or music are given special consideration at time of admission.

2.2   Catering to Diverse Needs

2.2.1   Is there a provision for assessing the students' knowledge and skills before the commencement of the programme? If yes, give details on the strategies of the institution to bridge the knowledge gap of the incoming students for enabling them to cope with the programme to which they are enrolled.

Loreto College is perhaps the only college in the city to provide free academic counselling prior to admission. After students have taken or downloaded an admission form, they are free to avail of the counselling offered by faculty members for 3-4 days prior to the deadline for submission of forms. Often students are not sure about the subjects to take or the course to enroll in at the undergraduate level. The different faculty members guide the students and their parents, making astute suggestions as to the best course of action. Faculty members also provide feedback to potential students regarding course details and the kind of aptitude required to successfully complete each course. They also provide crucial information about future job prospects with reference to each course or subject and try to help students make informed choices in keeping with their areas of interest and employment objectives so that they can ultimately cope with the programme they enroll in. After admission, departments organize Bridge Courses to help students acquire basic skills to cope with the programme of their choice.

2.2.2   How does the institution identify slow and advanced learners? Give details on the strategies adopted for facilitating slow and advanced learners.

The institution identifies slow and advanced learners from the continuous and ongoing evaluation of students. Advanced learners are encouraged to carry out **independent research** and publish papers and to make presentations at student seminars so that the whole student body can benefit from their academic excellence. The college makes it a point to **publish student papers** in books and journals to provide incentives to advanced and gifted students. **Special awards in the form of book prizes, medals and merit certificates** are given at the Annual Awards Ceremony to students showing aptitude for research and for high achievers in academics. Slow learners, on the other hand, are offered special **Remedial Classes** by faculty where their individual problems are addressed and solutions suggested. Faculty members put up a schedule regarding the availability of teachers on the

student notice board. This enables weaker students to meet their teachers during their free time for extra help. Separate clarifications, explanations and written work are organized for them on a regular basis. Remedial classes on grammar, vocabulary and syntax are held to hone the language skills of many students. **Peer teaching** is often utilized and has proved to be very successful, when an advanced learner is asked to assist a slow learner in the same class. These flexible strategies are adopted to cater to learners with differing capacities.

2.2.3   Does the institution have a provision for tutorials for the students? If yes, give details.

Most departments have a **tutorial system to give independent and personal attention to the students.** A group of 7-8 students are assigned a teacher, under whose supervision they write and have discussions on problem areas. Tutorials are held once every week and help foster close ties between teachers and students.

2.2.4   Is there a provision for mentoring of students or any similar process? If yes, give details.

The tutorial teachers in each department often act as mentors to the students. In the IPSL course, faculty members who teach the course are chosen to be mentors, particularly to the international students.

2.2.5   How does the institution cater to the needs of differently- abled students?

The institution is sensitive to differently- abled students. Physically challenged students are provided with the use of the elevator. Wheelchair-bound students are often given the opportunity of taking extra classes if they are unable to come regularly to college.Writers are organized for visually-challenged students. Students with learning difficulties are given special consideration by the management, faculty and other students.

2.3 Teaching -Learning Process

2.3.1 How does the institution plan and organize the teaching-learning and evaluation

schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)

At the beginning of each academic year, faculty members inform the students about their teaching plans for the year and put up a notice on the board with details of teaching plans for each term. Extensive Reading Lists are also put up on classroom boards or handed out for the benefit of the students. The printed college calendar informs each student at the very beginning of the year about college examination schedules. Results are declared within 3 weeks of each college examination. An effort is being made to make results available online. The faculty members inform the students about the methods of evaluation, which is a combination of regular examinations, tutorials and internal assignments (including home assignments). A list of guest lectures, workshops and seminars are also prepared in advance, as far as possible.

2.3.2   What are the various teaching- learning methods (lecture method, interactive method, project-based learning, computer-assisted learning, experiential learning, seminars and others) used by the teachers? Give details.

The **traditional lecture method has now been supplemented** by more innovative and interactive methods of teaching. **Mock Parliaments, quizzes** and **debates** often complement the lectures. The use of ICT in the classroom has led to **power point presentations** by faculty and by students at student seminars. Many students do independent experiments and research as part of a **project**. The Geography Department for example, takes students on **field trips** where they are asked to do field work and share it with their peer groups. The departments encourage students to write **scholarly**

papers and try to incorporate student papers in all publications. Students are often asked to **share their experiences** as part of the teaching-learning process.

2.3.3   How is learning made student-centric? What are the institutional strategies, which contribute to acquisition of life skills, knowledge management skills and lifelong learning?

In Loreto College **the entire approach to academics is learner-centred**. Education in Loreto College is remarkably **personalized** with a small teacher: student ratio which enables faculty to know students personally. **Departmental seminars** are organized to provide the students with a platform where they can highlight their independent research. Peers are encouraged to critically discuss and question those presenting papers so that the entire student body can benefit and they can learn knowledge management skills. **National and international seminars** organized by the different departments have sections alloted to student papers and these are published in the seminar proceedings. The Hindi department has had a number of **student paper presentations** between 2007 and 2010 on "Bhaktikal", "Mira Ka Sahitya", and "Kabir Ki Samajik Chetna." Since it's inception in 2004, the Department of Journalism and Mass Communication has been exploring newer vistas to make the course appealing to students. **Internships in leading media outlets** like *The Times of India, Hindustan Times, CNN-IBN*, NDTV *24x7 and NDTV Good Times* have exposed students to the grind and glamour of the industry and helped them to acquire life skills. In the Film Studies department, students have participated extensively in **national and international social, wild life and documentary film festivals** in the city and visited studios like the Roopkala Kendro to help them widen their professional perspectives. To induct the students into the process for construction and sustenance of a democratic polity and to make learning more student-centric, the Political Science department organizes **Youth Parliaments and street plays** to sensitize the student community to the surrounding socio-political concerns. Many departments like the Bengali department have **Wall**

Magazines to which students can contribute and make the teaching-learning process learner-centric. The **compulsory 12 hours of social service** required of every final year student makes them interact with all sections of society, particularly the under privileged and imparts lifelong learning skills.

2.3.4 How does the institution ensure that the students have effective learning experiences? (Use of modern teaching aids and tools like computers, audio-visuals multi-media, ICT, CAL , Internet and other information /materials)

Faculty members use **audio visual aids and power point presentations** to make the learning experience of students effective and meaningful. CDs and DVDs are also used to enhance learning. Students of Film Studies have been trained in the art of **professional scripting and filmmaking** as part of their regular syllabus and produce several short films of social relevance every year. The Department regularly collaborates with an editing studio to edit their short films. In addition, **short term enrichment courses like 'Digital Still Photography and Darkroom Processes'** have been conducted. Educational films and documentaries are regularly screened. The use of e-resources is encouraged, and with **access to INFLIB-NET**, journal articles can be accessed online.

2.3.5 How do the students and faculty keep pace with the recent developments in the various subjects?

Students and faculty keep abreast with the latest developments in different subjects in various ways. **Special talks and workshops** by visiting faculty both within and outside the country help in introducing new thrust areas in research to staff and students. Since peace building is an emerging area of interest and relevance, in December 2007 a **Workshop on *Peace Building and Conflict Management*** was organized by the Political Science department in collaboration with WISCOMP (Women in Security, Conflict Management and Peace), New Delhi. Dr. Paula Banerjee, of the

Department of South Asian and South-East Asian Studies, University of Calcutta, delivered a talk on 'Peace in South Asia' on September 10, 2010. Dr. Alok Chattopadhyay delivered a lecture on '**Impact of Globalization on Culture and Cinema**' on September 10, 2010. A lecture was delivered by Craig Wilson from the Department of Built Environment, University of Northumbria ,UK on August 17, 2011 on 'The Evolution of Urbanism in the UK: Sustainable Response to Post-Industrial Landscape with Comparisons to Kolkata'. **Seminars are regularly held on socially relevant issues.** The Education Department organized a UGC sponsored National Seminar on 15th & 16th January 2008 on 'Alternative Practices and Concepts on Universal Education: Strategies for Empowerment and Human Development'. In 2008 and 2009 the Economics Department organized a seminar on an issue of contemporary relevance: Development Economics and Microfinance in collaboration with NABARD. Besides **Refresher Courses** organized by the Academic Staff Colleges which usually focus on a new thrust area, **faculty members are also encouraged to attend conferences or courses to keep pace with recent developments.** A member of the Geography faculty completed an **online course** on 'Disaster Management' conducted by the National Institute of Disaster Management (NIDM), New Delhi in collaboration with the World Bank. In 2008, a member of the English faculty presented a paper at an **interdisciplinary seminar** on *Land, Landscape and Environment* at the University of Reading, UK which had as its focus **new thrust areas** in literature and history – Eco-Criticism and Environmental History. As part of the College Centenary celebrations, an **international seminar** was held on 'Higher Education and Inclusive Growth: The 21st Century Perspective' to acquaint students, faculty and all stakeholders **about recent trends in Higher Education.** The college also **subscribes to international and national journals of repute** like the *Economic and Political Review, The Shakespeare Quarterly, Studies in English Literature, National Geographic, The Times Literary Supplement* and a number of leading newspapers. Through **INFLIB-NET**, many foreign journals can be accessed and this is instrumental in keeping pace with recent developments in various fields.

2.3.6 Are there departmental libraries for the use of faculty and students? If yes, how effectively are they used for the enhancement of teaching and learning?

Most departments have exclusive departmental libraries that stock specialized books. These libraries are opened once a week by student volunteers under the supervision of a faculty member. Students and staff borrow books for a period of one week. Books for the departmental libraries are accessioned by the central library and then transferred to the departmental libraries. This is very effective in the teaching-learning process since specialized books can be borrowed exclusively by the students of a particular discipline in addition to the books they borrow from the central library.

2.3.7 Has the institution introduced evaluation of the teachers by students? If yes, how is the feedback analyzed and implemented for the improvement of teaching?

Loreto College has had a procedure for teacher evaluation by students for several years. The college obtains feedback from students through a questionnaire regarding the curriculum and the teaching-learning process. The questionnaires returned by the students are handed to the respective teachers by the Principal so that the teacher may locate her strengths and weaknesses as perceived by her pupils. The teachers are encouraged to work on their areas of weakness and adopt new strategies to make the teaching-learning process more effective and meaningful for the students.

2.4 Teacher Quality

2.4.1 How are the members of the faculty selected? Does the college have the required

number of qualified and competent teachers to handle all the courses? If not, how does the institution cope with the requirements?

Members of faculty are selected by first responding to an advertisement in the main daily newspapers. They are then asked to give a demonstration lecture to the students and their performance is analyzed by the Principal, head of the Department and other senior faculty members. The short-listed candidates are then interviewed by a Selection Panel comprising the Principal, the Head of the Department, 2 independent experts in the field from the university (usually one from the parent university and one from another university) and a Chairperson representing the management. The college has a number of qualified teachers in the sanctioned substantive posts. However, qualified part-time teachers are also employed on a contractual basis to assist the full-time faculty members. Sit-in classes by the management help teachers grow in teaching abilities.

2.4.2 How does the college appoint additional faculty to teach new programmes/ modern areas of study (Biotechnology, IT, Bioinformatics etc.)? How many such appointments were made during the last three years?

The college appoints additional faculty to teach new programmes. These teachers are employed on a contractual basis by direct application received from prospective candidates who are then interviewed by a panel comprising the Principal and teachers from related disciplines. In the last three years, 2 such appointments were made to management posts.

2.4.3 What efforts are made by the management for professional development of the faculty? (eg: research grants, study leave, deputation to national/ international conferences/ seminars, training programmes, organizing national/ international conferences etc)? How many faculty have availed these facilities during the last three years?

The management allows faculty members to attend conferences and 3 faculty members were sanctioned leave to present papers and attend international conferences abroad. In the last three years,

12 seminars and conferences have been organized in the college with the support of the management. 11 faculty members have attended Orientation or Refresher courses organized by the Academic Staff Colleges of different universities. Special study leave was granted to 1 faculty member before submission of her doctoral thesis. Each year a staff seminar is conducted by the management for all faculty members. These include *Communication and Management Skills* (2008) and *Meeting the Challenges of Education in a Globalized World* (2009) and *A Blueprint for Life* (2010).

2.4.4 Give details on the awards/ recognitions received by the faculty during the last five years?

Dr. Ranjita Dawn of the Education Department received the **ICCR Fellowship** (2005-2007).

Dr. Neeta Dang of the Education Department was awarded **Best NSS officer in 2011.**

Mrs. Sharmila Ray Kumam of the Geography Faculty was awarded the prestigious **Taylor and Francis Award for 2011** given by the Royal Geographical Society with the Institute of British Geographers for excellence in teaching and learning in Geography in higher education.

2.4.5   How often does the institution organize training programmes for the faculty in the use of?

a)   Computers: During the summer recess every year, training programmes are organized for faculty members in Photoshop and Powerpoint.

b)   Internet: Throughout the year, programmes are organized to assist faculty in the use of Internet and e-resources. Several demonstrations were given to enable faculty members to familiarize themselves with the Online Student Administration System and Internal Examination Reports.

c)   Audio Visual Aids: Some faculty members have been trained to operate the projector and laptop for audio visual presentations like the screening of films etc.

d)   Computer-Aided Packages: Once a year

e)   Material development for CAL, multi-media etc.: There have been no training programmes for faculty in this area.

2.5 **Evaluation Process and Reforms**

2.5.1   How are the evaluation methods communicated to the students and other institutional members?

Students are issued printed report cards stating the marks they have secured in college examinations. The Online Student Administration System allows staff to see the evaluation reports.

2.5.2   How does the institution monitor the progress of the students and communicate it to the students and their parents?

Students undergo a continuous evaluation through written examinations, internal assignments and tutorials that are held at regular intervals throughout the academic year. The scripts are shown to the students so that they can locate their areas of weakness and strive to improve. Parents are required to sign the report cards issued. Faculty members and the Principal also regularly meet parents of individual students to monitor their progress. For the final university examinations, the University of Calcutta issues mark sheets and degree certificates.

2.5.3 What is the mechanism for redressal of grievances regarding evaluation?

If there is any grievance regarding evaluation, the student directly meets the faculty members. The close and nurturing relationship that is fostered between teachers and students ensure that grievances are redressed informally by initiating a dialogue between faculty and students. In the case of University examinations, a student can apply for Review at the university if she is not satisfied with her results.

2.5.4 What are the major evaluation reforms initiated by the institution/affiliating University? How does the institution ensure effective implementation of these reforms?

The University of Calcutta has initiated certain evaluation reforms like examinations in Environmental Science, Alternative English, Vernacular language and Compulsory English held in the individual college premises. In-house faculty evaluates these scripts and the marks are sent to the university. Under the RTI Act, students are allowed to view the answer scripts of their university examinations. The university has also set up Zonal Centres in various colleges by which faculty members of that college are made responsible for scripts corrected by examiners from a particular zone. In the last 5 years Loreto College has been a Zonal Centre for elective subjects like Education, English, History and Political Science. Heads of Departments have been appointed Head Examiners by the parent university and have completed their responsibilities efficiently and effectively.

2.6 Best Practices in Teaching -Learning Process

2.6.1 Detail any significant innovations in teaching/learning/evaluation introduced by the institution?

The best practices in teaching, learning and evaluation have been the emphasis on a **learner-centric academic environment where students of different capabilities and diverse backgrounds are nurtured with equal care.** The lecture method is supplemented with a host of other innovative techniques like student paper presentations, publications, use of ICT etc, to encourage critical thinking and creativity. Keeping in mind the primary goal of empowering women, Loreto College makes every effort to provide a **holistic education** where academic excellence and participation in extra curricular activities are both emphasized to build leadership qualities, team spirit and a deep sense of committment to society. One of the healthiest practices of the college is the **excellent teacher-student rapport.**

CRITERION - III

RESEARCH, CONSULTANCY AND EXTENSION

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 Is there a Research Committee to facilitate and monitor research activity? If yes,

give details on its activities, major decisions taken (during last year) and composition of the

Committee.

There is no formal Research Committee to monitor research activity but Heads of Departments keep

themselves updated about departmental research projects, MRPs etc.

3.1.2 How does the institution promote faculty participation in research? (providing seed money,

research grants, leave, other facilities)

The institution does not provide financial aid to carry out research activities but faculty members are

encouraged to avail of schemes offered by the UGC and other organizations like ICCR for FIPs and

grants-in-aid. In 2011, Loreto College received a grant under the **CPE (College with Potential for**

Excellence) scheme. According to the decision of the institution a resource bank will be set up with a

small corpus (Rs.2,00,000) to award research grants to faculty members collaborating on a

departmental project. Grants will be awarded after a screening process involving external referees. A

separate fund for allocation of non-recurring expenses that will provide travel grants to faculty

members for research has also been set up. The institution provides leave to faculty members for

research activities. Other facilities like photocopying, use of the internet and e-resources are provided.

3.1.3. Does the institutional budget have a provision for research and development? If yes, give details.

The institution oversees the use of funds for research and development from other sources like the **CPE (College with Potential for Excellence)** and the UGC but the institution itself does not have a provision in its budget for research.

3.1.4 Does the institution promote participation of students in research activities? If yes, give details.

The institution **actively promotes student research**. In the book 'On the Frontline' where the proceedings of the seminar on War in Literature, Reportage and Films were published, several student papers were published.The English faculty is launching 'Critical Imprints' - a peer-reviewed journal- this year, and after a call for papers was made, one student paper was accepted to be published in the journal. Students are encouraged to carry out experimental research in the Psychology and Geography departments. Students present papers at UGC-sponsored national-level seminars organized by the college. Part of the 2011 CPE grant has been reserved to award book prizes to students who participate in paper reading sessions at conferences.

3.1.5 What are the major research facilities developed on the campus?

An excellent library with an open shelf system and Internet along with **INFLIB-NET** facilitates research. A number of reputed **national and international journals are subscribed to**, in order to help faculty and staff to familiarize themselves with recent research trends.

3.1.6 Give details of the initiatives taken by the institution for collaborative research (with national/ foreign Universities/ Research/Scientific organisations / Industries / NGOs)

No formal collaboration with another institution has taken place with reference to research.

3.2 Research and Publication Output

3.2.1 Give details of the research guides and research students of the institution (Number of students

registered for Ph.D. and M. Phil., fellowship/scholarship, funding agency,

Ph.Ds and M.Phils awarded during the last five years, major achievements, etc.)

Loreto College is an undergraduate college affiliated to a parent university and does not offer M.Phil

and Ph.D programmes.

3.2.2   Give details of the following:

a)   Departments recognized as research centres: N.A

b)   Faculty recognized as research guides: N.A.

c)   Priority areas for research: N.A.

d)   Ongoing Faculty Research Projects (minor and major projects ,funding from

the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International

agencies) :

Dr. Ranjita Dawn, *Self Esteem Adjustment and Academic Achievements of Blind Adolescents in Non-Integrated Schools*. Minor Research Project (UGC), 2011.

Dr. Aditi Das Gupta. *English Studies at Loreto College 1912-2012*. Minor Research Project (UGC), 2011.

Dr. Sayantani Chatterjee. *Study of Personality Profile of Early and Late Adolescents with Suicidal Ideation.* Minor Research Project (UGC), 2011.

e)   Ongoing Student Research Projects (title, duration, funding agency, total

funding received for the project): N.A.

3.2.3 What are the major achievements of the research activities of the institution (findings contributed to subject knowledge, to the Industry needs, community development, patents etc.)?

One faculty member completed her Ph.D in 2007 on 'Hospital Waste Management in Kolkata Metropolis: An Appraisal'. This contributes to community development and awareness. Another faculty member contributed to subject knowledge by submitting her Ph.D on an area that is often neglected: 'Women of Bengal in Sports: 1905-1985'. 2 faculty members edited a book 'The Word and the World' on the impact of the Bible on literature and art. 2 ongoing MRPs are socially relevant to the community. One project looks at differently abled adolescents while another looks at adolescents from a psychological point of view.

3.2.4 Are there research papers published in refereed journals by the faculty? If yes, give details for the last five years including citation index and impact factor.

Suparna Ghosh, *Physical Education in the Curriculum: Case Study of Bethune College, 1920-1980* International Journal of Sports, Routledge, 2009. (Citation Index: Arts and Humanities. Impact factor: 0.03)

Sukanya Dasgupta, *Drayton's Silent Spring: Poly-Olbion and the Politics of Landscape*. The Cambridge Quarterly, Vol 39, #2, June 2010. (Citation Index: Arts and Humanities Citation Index; British Humanities Index. Impact factor: (0.09)

Sukanya Dasgupta, *Edward II Revisited in Elizabethan and Stuart England*. Essays and Studies, Vol 22, September 2008. (Impact Factor: 0.03)

Suranjana Mitra, *Group Lending Scheme Operating through Primary Agricultural Credit Society: A Critical Assessment*, IUP Journal of Managerial Economics, Vol 8, # 3, August 2010. (Impact Factor: 0.077)

3.2.5　Give list of publications of the faculty.

a)　**Books: 2**

Sushma Sahai, *Bio-Medical Waste Management,* ABH Publishing Corporation, New Delhi, 2009

Ranjita Dawn, *Psycho-Social Dynamics of Blind Students*, Concept Publishing Co. Pvt. Ltd., New Delhi, 2011.

b) **Articles: 2**

Sukanya Dasgupta , "'Of polish'd pillars, or a roofe of gold': Authority and Affluence in the English Country-House Poem" in *Contested Spaces of Nobility in Early Modern Europe,* ed. Matthew P. Romaniello and Charles Lipp. Ashgate, Surrey, U.K. and Burlington, VT, U.S.A. 2011.

Aditi Das Gupta, "Artist and Society in the 19th century", Romanticism and its Legacies, ed. R.Guha Niyogi, Basanti Devi College, Kolkata, 2010

Sukanya Dasgupta, "Drayton's Poetic Personae" in *Literary Spectrums*, ed. P. Mukhopadhya, Sarup and Sons, New Delhi, 2007.

c) **Conference/Seminar Proceedings: 3**

S. Roy & T. Sengupta (ed.), *Contesting Colonialism: Partition & Swadeshi Revisited*, Macmillan, 2007

S. Dasgupta & M.G. Chakraborty (ed.), *The Word and the World*, Earthcare Books and Loreto College, Kolkata, 2009.

M.Kapoor (ed.), *On the Frontline: Interpretations of War in Literature, Reportage and Film,* Kolkata, 2011.

d) **Course materials** (for Distance Education): None

e)**Software packages** or other learning materials: None

f)**Any other** (specify)

3.3 Consultancy

3.3.1 List the broad areas of consultancy services provided by the Institution during the last five years (free of cost and/or remunerative). Who are the beneficiaries of such consultancy?

Consultancy has been provided by a member of the Psychology department who assists in the Deaf and Dumb School in her capacity as a Psychological Counsellor. A Workshop was held on Remote Sensing, Photogrammetry and GIS for school teachers of Kolkata by the faculty members of the Department of Geography on 30 -31 July 2009 to help teachers upgrade themselves about recent trends and newly emerging thrust areas in Geography according to the new school syllabus. The department holds this **outreach programme** for school teachers of Geography every 3 years. Members of the English faculty are often asked to lecture at colleges and universities at the post-graduate level to share their expertise. This is done for an honorarium. The beneficiaries are students, teachers and community members.

3.3.2 How does the institution publicize the expertise available for consultancy services?

This is done mainly through networking with teachers of other colleges and the university.

3.3.3   How does the institution reward the staff for the consultation provided by them?

No rewards are offered by the institution as teachers take on independent consultation.

3.3.4 How does the institution utilize the revenue generated through consultancy services?

Revenue is not generated through consultancy services which are not provided through the college but independently by teachers.

3.4 Extension Activities

3.4.1   How does the institution promote the participation of students and faculty in extension activities? (NSS, NCC, YRC and other NGOs)

The college is actively involved in NSS, LTS, the WE Nature Society and Social Service and there are societies devoted to each of these. Faculty members act as Staff Advisors to these societies. On December 3, 2009, Second Year students undertook a trip to Jharkhali under Basanti Block in Sunderbans after the devastation caused by Cyclone Aila. Hundreds of hectares of farm land in the Sunderbans had turned barren with saline water seeping into them after Cyclone Aila damaged the river embankments causing loss of life and livelihood. The students helped distribute food and clothing to the victims, submitted a report on their observations and suggested possible solutions to help the victims. On 24 January 2011, some students visited Sanlaap Sneha Home at Narendrapur to study issues related to Human Trafficking. Some of the students of the Human Rights Department visited Antara Centre for treatment of the mentally ill at Dakshin Gobindapur to study the institutional framework and the various aspects of rehabilitation.

3.4.2 What are the outreach programmes organized by the institution? How are they integrated with the academic curricula?

Outreach programmes include the organization of free eye camps for the under privileged, annual blood donation camps held on the college premises, soap drives, wool drives, AIDS campaigns, and **slum camps**. **Health camps** were held in Chandiberia and Dilkusa Road. All these are integrated with the academic curricula since community service is a compulsory part of the curriculum. After Cyclone Aila, students and faculty members visited the Sunderbans and organized collection of food and clothing for the people displaced by the cyclone. 1200 coconut seedlings with compost and micro-nutrient were distributed to the survivors of the Aila. Follow-ups as to the growth of these

seedlings have been kept up. The **"Go Green" campaign for a green campus** is very much integrated with the discipline of environmental science that the students study academically. The W.E Nature society also organized an exhibition on Ladakh to highlight environmental damage. This exhibition, held in 2009 was open to all and created a great deal of awareness. The Psychology Department organized a programme entitled **"Kalakriti" in 2011 where differently abled children from NGOs like Mentaid, Manovikas Kendra and the Indian Institute of Cerebral Palsy were invited to perform cultural programmes.** Resource persons were also invited to give lectures on new kinds of therapy available to differently-abled students. The target audience consisted of students and faculty members of the college as well as teachers and students from neighbouring schools. By inviting members of the local community to such programmes, the college hopes to create awareness among the public about the differently-abled.

3.4.3 How does the institution promote college-neighbourhood network in which students acquire attitude for service and training, contributive to community development?

Slum camps are organized by the NSS in the localities around the college like in Daroga Bustee, Elliot Road (December 2009). Students teach slum children and encourage them to go to school. A **neighbourhood "Cleanliness Drive" was organized in November 2009 from Rafi Ahmed Kidwai road to the Park Street crossing**.

After a devastating fire in a neighbourhood building, students organized a candle vigil and have created awareness about the perils of fire. A street play and a workshop on disaster management for carpool and bus drivers were organized in the college in collaboration with Kolkata Police, the Fire Brigade and Disaster Management Cell of West Bengal on the anniversary of the Stephen Court fire. The W.E Nature Society organizes **campaigns** in collaboration with the **Anti-Pollution Society of India**.

3.4.4 What are the initiatives taken by the institution to have a partnership with University / Research institutions / Industries / NGOs etc. for extension activities?

NSS was started in the college in 2007 with permission from the University of Calcutta. During the Annual Open Day, NGOs are given space free of charge to display and sell their wares and to create awareness about themselves. NGOs like Helpage, the Institute of Cerebral Palsy, Mentaid, Calcutta Rescue, Anando, Bustee Welfare Society, Asha Niketan, Ankur Kala and Silence come every year on Open Day. Blood donation camps are held in collaboration with the Lions Club and Association of Voluntary Blood Donors, West Bengal. The T.B. Seals Campaign which is for the aid of people suffering from tuberculosis is organized in collaboration with the West Bengal T.B Association. The Women's Studies Society organizes lectures by members of NGOs. For instance, Anuradha Kapoor of the NGO *Swayam* delivered a lecture on 'Women and Violence'.

3.4.5   How has the local community benefited by the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGOs and GOs)

The local community has benefited from the slum camps, health camps and campaigns organized by the students under supervision from the faculty members. The W.E Nature Society has organized **garbage disposal projects in Loreto College and outside it** in the last 4 years. They also have local awareness projects like the **Biodiversity Drive**, and have participated in 2 **street plays** to create **environmental awareness** among community members.

3.4.6 How has the institution involved the community in its extension activities? (Community participation in institutional development, institution-community networking etc.)

By holding programmes in the neighbourhood, students have been able to involve local community members in their campaigns and awareness projects. Members of the community are invited to many college programmes like exhibitions highlighting **ecological awareness** and cultural events by differently-abled children, so that the **extension activities** of the college can integrate community members who in turn can contribute to institutional development. This kind of networking is essential for the outreach programmes to succeed.

3.4.7 Any awards or recognition received by the faculty / students / Institution for the extension activities?

Dr. Neeta Dang received a certificate of honor from Calcutta University towards the NSS Programme where she was adjudged as the Best Programme Officer as NSS functionary for the year 2009 – 2010.

3.5 Collaborations

3.5.1 Give details of the collaborative activities of the institution with the following organizations:

- *Local bodies/ community*: Various NGOs like Mentaid, Helpage, the Institute of Cerebral Palsy, Mentaid, Calcutta Rescue, Anando, Bustee Welfare Society, Asha Niketan.

- *State*: Association of Voluntary Blood Donors West Bengal; West Bengal T.B Association; USEFI and the American Center, The Seagull Foundation for the Arts

- *National*: INTACH; Victoria Memorial; Corpus Research Institute;Public Policy Division, Ministry of External Affairs, Government of India; NABARD; COMMITS;

- *International:* IPSL(International Partnership and Service Learning), New York; AUS-HERITAGE

- *Industry:* Google, Teach for India

- *Service sector:* Students have done internships with NGOs, leading newspapers and media houses.

- *Agriculture sector:* Students and staff have undertaken a trip to the Sunderbans in the wake of the cyclone Aila and interacted with farmers and villagers, assisting them in relief work.

- *Administrative agencies*: The college has collaborated extensively with agencies like the UGC in the organization of seminars and conferences. It has also collaborated with The University of Calcutta.

- *Any other (specify):*

3.5.2 How has the institution benefited from the collaboration?

(a)   Curriculum development: Collaborations with INTACH and AUS-HERITAGE led to the formulation of the curriculum of the Heritage and Conservation course. The Human Rights curriculum was formulated by the college and approved by the University of Calcutta as the standard curriculum in colleges that now offer Human Rights.

(b)   Internship: Students benefited from these internships and placement was easier.

(c)   On-the-job training: Communicative English students who go for On-job training acquire placements easily.

(d)   Faculty exchange and development: This has led to new thrust areas being introduced and avenues for research on emerging topics.

(e)   Research: Both faculty and students have benefited from research done by departmental members. Books published are sold and proceeds go to the institution.

(f)   Consultancy: Faculty share their expertise; this benefits other institutions.

(g)   Extension: Networking with local bodies and outreach community programmes through NSS and the Social Service Society has created a sense of commitment to the society. Community members have benefited too from this kind of networking.

(h)   Publication: The institution has benefited from the proceeds of the publications.

(i)   Student Placement: Placements have resulted in further collaboration between the institution and the organizations where students have been placed. Often organizations where former students are working have sponsored college events or organized lectures for the benefit of the student community.

3.5.3 Does the institution have any MoU/MoC / mutually beneficial agreements signed with

- Other academic institutions: No

- Industry: No

- Other agencies: With IPSL, New York.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1 What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

Loreto College has endeavoured to promote a **pro-active research culture** by creating a platform for student research while encouraging faculty research. Student papers have been published in books and faculty members have reputed international publications to their credit. Perhaps the best practice of Loreto College lies in its **prolific Extension activities** and its networking with organizations at the local, national and international level. Management, faculty and the entire student community is **deeply responsive and committed to the needs of society** and actively run the in-house Women's Cell as well as Slum Camps and Health Camps all over the city. Many are also **active members of environmental activist groups**. It is a matter of pride that in 2010, one of the students from the

Women's Cell was awarded the B.A. degree by the University of Calcutta for the first time and two others joined the undergraduate class.

Re-accreditation:

In the previous NAAC report it had been suggested that more efforts should be made to generate funds from outside agencies for research. With this in mind, many faculty members have opted for Minor Research Projects under the aegis of the UGC or ICCR. Collaborations with INTACH has been sustained while that with organizations like AUS-HERITAGE have been newly forged.

CRITERION - IV

INFRASTRUCTURE AND LEARNING RESOURCES

4. Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities:

4.1.1 What are the infrastructure facilities available for

(a)   Academic activities? There are excellent library resources, INFLIB-NET, well-equipped laboratories, computers, laptops, LCD projectors, screens, scanners, photocopying machine, GIS software for more effective teaching-learning.

(b)   Co-curricular activities? Students have a Common room, a canteen with a cooler, student notice boards and other boards where different societies highlight and display charts, articles, paintings etc.

(c)   Extra –curricular activities and sports? There are table tennis boards, a treadmill and other gym equipment, concert pianos, harmonium, tabla, drums, and a green room for dramatic productions. There is a large lawn for sports and leisure. College students share the adjoining Loreto House school basketball courts.

4.1.2   Enclose the Master Plan of the college campus indicating the existing physical infrastructure and the projected future expansions.

FLOOR MAP
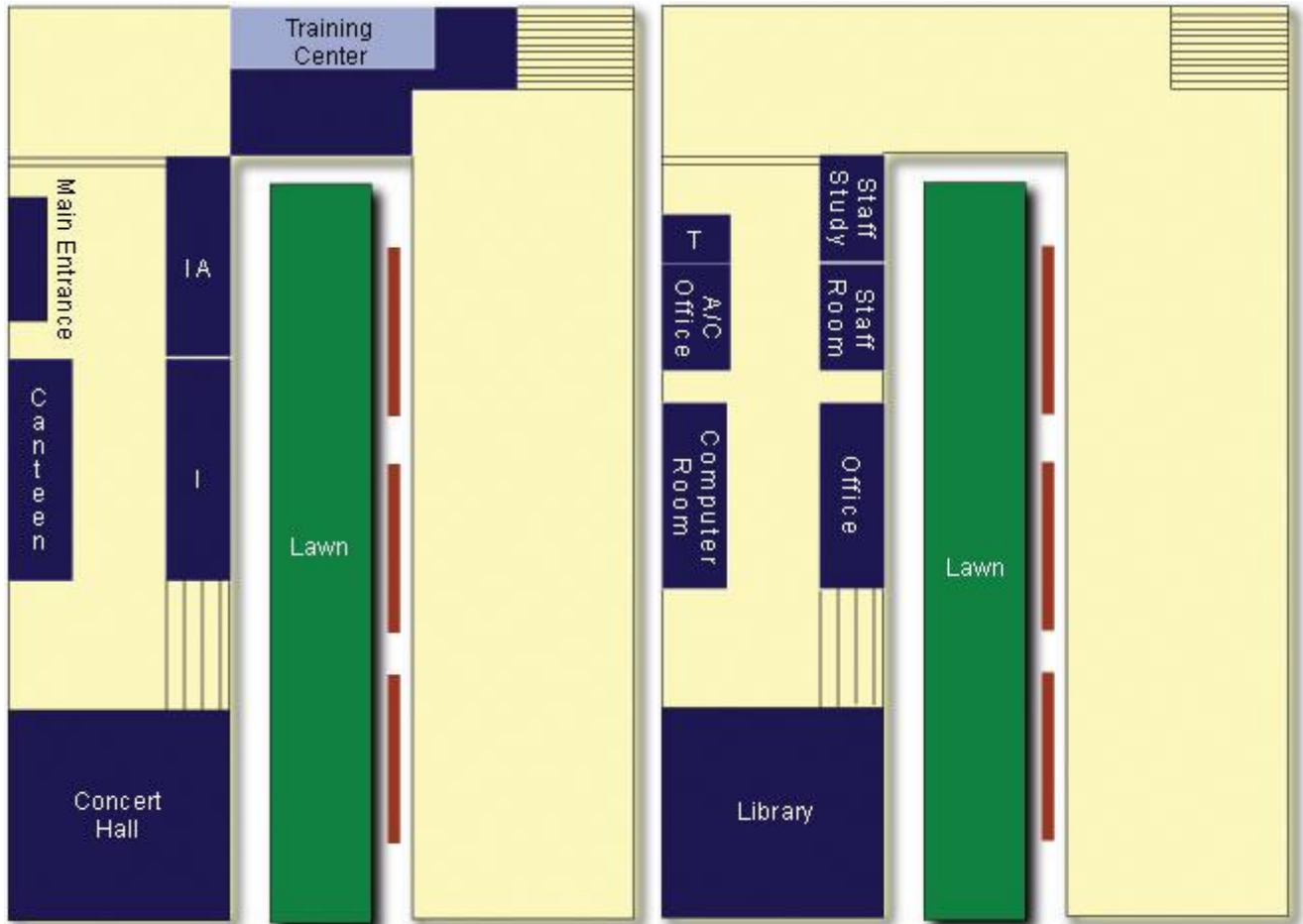
GROUND FLOOR & FIRST FLOOR PLAN
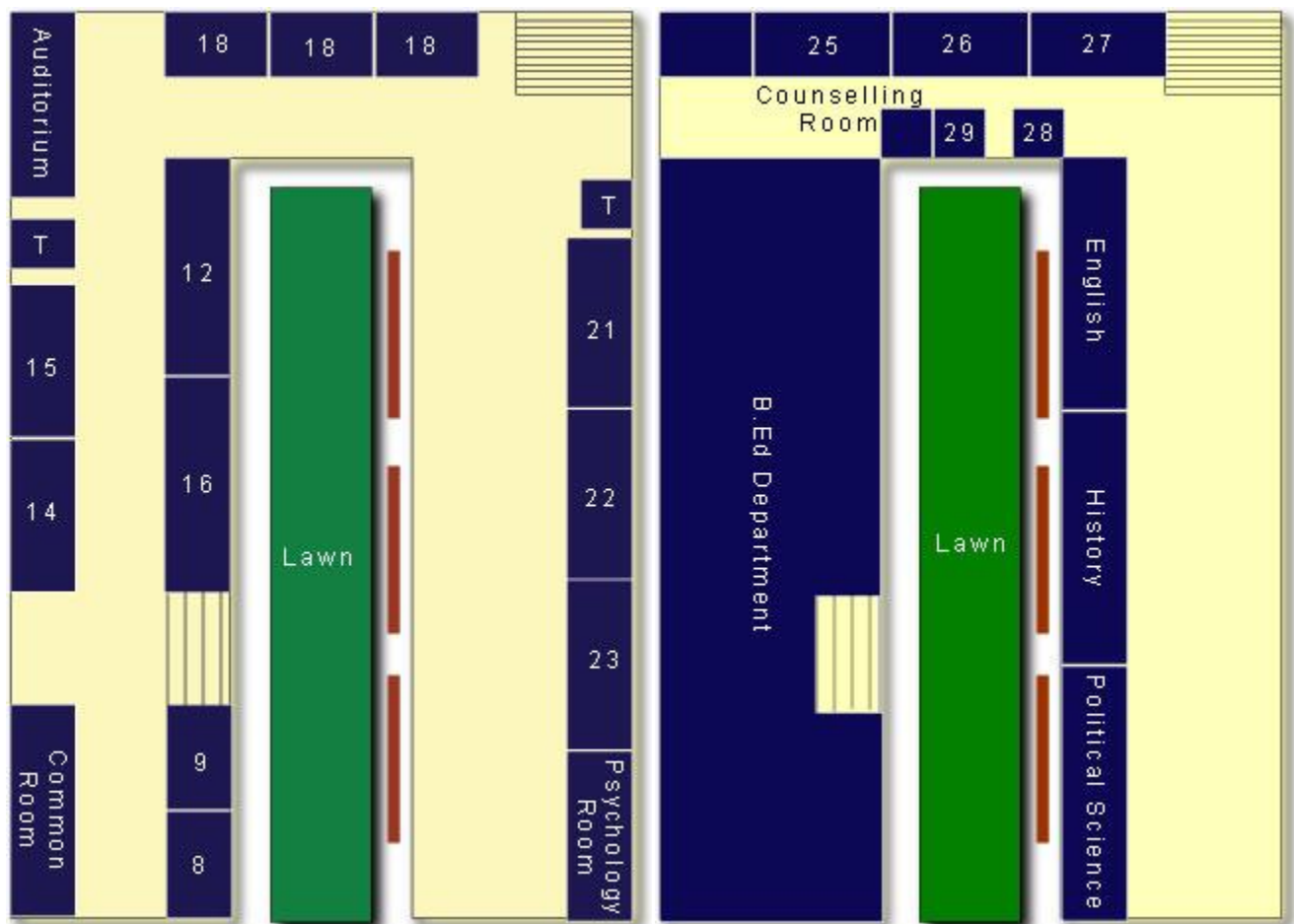
SECOND FLOOR & THIRD FLOOR PLAN

4.1.3 Has the institution augmented the infrastructure to keep pace with its academic growth? If yes, specify the facilities and the amount spent during the last five years.

The institution has allocated part of the CPE budget for the creation of "smart classrooms" with interactive white boards to make the teaching-learning process more student-friendly.

4.1.4 Does the institution provide facilities like common room, separate rest rooms for women students and staff?

There are sufficient, well–equipped rest rooms for women students and staff. Faculty members have a separate wash room to themselves. Students have an exclusive common room.

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4.1.5 How does the institution plan and ensure that the available infrastructure is optimally utilized?

The infrastructure is regularly checked and maintained.

4.1.6 How does the institution ensure that the infrastructure facilities meet the requirements of the differently-abled students?

There is an elevator and ramp for the use of physically challenged students.

4.2 Maintenance of Infrastructure

4.2.1.What is the budget allocation for the maintenance of (last year's data)

a.   Land?

 Not applicable

b.   Building?

 Budget: Rs.1800000.00; Actuals: Rs.1715782.00

c.   Furniture?

 Budget: Rs.50000.00; Actuals: Rs.28,214.00

d.   Equipment and Computers?

 Budget: Rs.200000.00; Actuals: Rs.108669.00

e.   Vehicles?

 Not applicable

4.2.2 How does the institution ensure optimal utilization of budget allocated for various activities?

The allocated budget is divided among the departments depending upon student strength, course of studies and the need of that department. The head of department in consultation with her faculty procures books/equipment as per requirement of the syllabus within a stipulated deadline. The librarians are consulted during budget allocation. The Bengali department along with some others,

purchase books from the Kolkata Book Fair. Renewal of subscriptions for magazines/journals is an ongoing process. Likewise budget allocation for other equipment is done in consultation with Heads of departments and as per UGC specifications/needs of the department. Accountability by departments is important at all times for transparency and integrity.

4.2.3 Does the institution appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained?

The college has a carpenter to maintain furniture. AMCs help maintain all other equipment/infrastructural facilities in working condition. The supervisor and accountant of the college are responsible for the renewal of the respective AMC contracts.

4.3 Library as a Learning Resource

4.3.1 Does the library have a Library Advisory Committee? What are its major responsibilities?

There is a Library Advisory Committee that meets regularly to discuss strategies to improve library services and make it more student-friendly. Each department is represented by a member on the committee.

4.3.2 How does the library ensure access, use and security of materials?

One of the most attractive features of the Loreto College library is its open shelf system. This makes access remarkably easy. Security is maintained by the vigilant library staff. Some valuable books are only for reference. Books are regularly checked when issued to ensure that they are not mutilated. **A Journal Register and an Accession Register** were designed and developed in-house in Microsoft Access and Visual Basic by the librarians. These have proved to be useful tools.

4.3.3 What are the various support facilities available in the library? (computers, internet, band width, reprographic facilities etc.)

Library hours: 8am to 5 pm Monday – Saturday; 9am to 12 noon on holidays

Computerized Circulation

Clippings services

Information display

Photocopying facilities

Internet access through 10 computers. INFLIB-NET.

Reference Service

Library Orientation and Information Literacy

4.3.4 How does the library ensure purchase and use of current titles, important journals and other reading materials? Specify the amount spent on new books and journals during the last five years.

The library subscribes to reputed journals and the faculty members of each department in the college are responsible for purchasing books in their respective disciplines according to the allocated budget. The institution also subscribes to leading newspapers. Publishers regularly send updated catalogues to different departments and to the librarians. The faculty members play a key role in determining the purchase of new titles.

In the last 5 years, a **total of Rs.22,23,458/- was spent on new books and journals.**

4.3.5 Give details on the access of the on-line and Internet services in the library to the students and faculty? (hours, frequency of use , subscriptions, licensed software etc.)

Internet access and online services available within library hours (8.a.m to 5p.m.). The library subscribes to e- journals and e-books available through INFLIB-NET N-List. There are 10 computers

with internet access in the library. Internet servers are availed of throughout the day by the majority of library users. The library also has the license for e-band learning. The package consists of Mind Games, Study Skill Success, Technology in Context 1, Report Writer, Newspaper Editor and Movie Talk.

4.3.6   Are the library services computerized? If yes, to what extent?

The library is fully computerized with reference to circulation (bar coded library ticket) and cataloguing and use digital software, LIBSYS with 5-user license. Over the last 3 years Rs. 9,99,889 has been utilized for Library automation.

4.3.7   Does the institution make use of INFLIBNET / DELNET/IUC facilities? If yes, give details.

The institution makes use of INFLIB-NET facilities. Journals can be accessed online through N-List.

4.3.8 What initiatives are taken by the library staff to enrich the faculty and students with its latest acquisitions?

The library has a prominent display section where new arrivals are displayed. Departments are also given a list of latest purchases.

4.3.9 Does the library have interlibrary borrowing facility? If yes, give details of the facility.

The library does not as yet have interlibrary borrowing facilities.

4.3.10 What are the special facilities offered by the library to the visually and physically-challenged persons?

There are facilities for the visually and physically challenged. Writers are arranged for differently-abled students. Classmates accompany physically challenged students around the college.

4.3.11 List the infrastructural development of the library over the last two years.

The library has extended storage space by building new shelves. Seating arrangements have been improved and ergonomically improved chairs are provided. Existing wooden furniture has been repaired. **Scanning old and rare documents for preservation purpose has been initiated**.

4.3.12 What other information services are provided by the library to its users?

Besides a display section for new arrivals, a **Placement section** displays newspapers with advertisements for jobs. There is also a section on Higher education, Fellowships and Scholarships in India and abroad for the information of the students and faculty. A talk by the Editor Information of *The Telegraph* newspaper on the Internet and its resources was organized in 2009.

4.4 ICT as Learning Resources

4.4.1 Does the Institution have up-to-date computer facility? If yes, give details on the available hardware and software (Number of computers, computer-students ratio, stand alone facility, LAN facility, configuration, licenced software etc.)

- The institution has 66 numbers of computers and 17 laptops for individual departments.
- The computer laboratory infrastructure is updated with well-equipped LAN architecture. Every computer system in the college is interconnected with the help of this LAN facility.
- Every student is provided with individual computer systems depending on the batch capacity.
- Every computer system in the laboratory is configured with P4/Core-2-Duo/Dual Core, 1 GB RAM, 500GB HDD with updated Operating System.

List of licensed Software:

- ADOBE FLASH PRO CS3 9.0 WIN AOO LIC IE-B

- ADOBE FLASH PRO CS3 9.0 WIN MEDIA KIT

- MAPINFO 8.5 VERSION FIVE USER LICENSE

- QUARK EXPRESS 7

- TALLY SILVER 9

- TURBO C++ SUITE DOS WIN

- 21ST CENTURY GIS

- 3D STUDIO MAX 2008

- AUTODESK MAYA UNLIMITED

- COREL DRAW X3 GRAPHICS SUITE AE - (C)

- MIND GAMES 5 LEVEL

- MOVIE TALK (5 COMP)

- NEWSPAPER EDITOR (5 COMP)

- ORACLE DATABASE 10G STD ONE (5U) ON CD

- READ UP SPEED UP (5 COMP)

- REPORT WRITER BUSSINESS REPORT

- REPORT WRITER LETTERS,FAXES,EMAILS

- SHREE-LIPI (VERSION 6.0) BANGA RATNA

- SOFTWARE ON FLUCTUATION OF ATTENTION & REVERSIBLE PERSPECTIVE (SFRM)

- SOFTWARE ON MEMORY & ATTENTION (SMAM)

- SQL SERVER 2005 CAL OLP NL DEVICE CAL AE - (B)

- SQL SERVER 2005 ENT EDN MEDIA KIT – B

- SQL SERVER 2005 ENT EDN OLP NL AE - (B)

- STUDY SKILL SUCCESS (5 COMP)-

- TECHNOLOGY IN CONTEXT1(1 COMP)

- TECHNOLOGY IN CONTEXT2 (1 COMP)

- VISUAL STUDIO 2005 PROF MEDIA KIT-B

- VISUAL STUDIO 2005 PROF OLP NL (AE)-B

- SOFTWARE - ACROBAT WRITER PROFESSIONAL

- SOFTWARE - RED HAT LINUX

- SOFTWARE – WINZIP

4.4.2 Is there a central computing facility? If yes, how is it utilized for staff to students?

At present there is no central computing facility.

4.4.3 How are the faculty facilitated to prepare computer-aided teaching/ learning materials? What are the facilities available in the college for such efforts?

Laptops, LCD projectors, pen drives are provided to every department of the college to prepare computer-aided teaching/learning materials. Latest software and their applications are also incorporated. Software with old versions is upgraded with new ones to enhance computer-aided teaching. New computer systems with latest configuration are brought in to upgrade the computer facility. The computer laboratory infrastructure is updated with **new LAN architecture**. **Wi Fi technology has been introduced in the college campus**. Monitors with splitters are used for teaching purpose. Separate machines with internet facility are provided to the faculty. Computer department also offers short term courses to the faculty.

4.4.4 Does the Institution have a website? How frequently is it updated? Give details.

The institution has a well-maintained website: www.loretocollege.in. The website will shortly be dynamic. Efforts are made to update the website regularly based on current and upcoming events of the college. The college admission procedure is made online for easy processing. Online attendance of the students will be uploaded in the college website in due course.

4.4.5 How often does the institution plan and upgrade its computer systems? What is the provision made in the annual budget for update, deployment and maintenance of the computers in the institution?

Upgradation of the computer systems is generally done on quarterly basis. To fulfill the emergency demands, individual system upgradation is carried out. The annual budget is made by the College authority, keeping in mind the need for the update, deployment and maintenance of the computers in the institution.

4.4.6 How are the computers and their accessories maintained? (AMC etc.)

Maintenance of computers and their accessories is done through annual contracts for hardware as well as software.

4.5 Other Facilities

4.5.1 Give details of the following facilities:

a)   Capacity of the hostels (to be given separately for boys and girls):

There are no hostel facilities due to lack of personnel on the part of the Loreto Sisters to supervise and oversee hostel accomodation. Moreover, since Loreto College is so centrally located in the heart of the city, students easily find accomodation as paying guests or avail of the numerous women's hostels like YWCA, New Mary Villa and Nazareth Villa.

b)   Occupancy: NA

c)   Rooms in the hostel (to be given separately for boys and girls): NA

d)   Recreational facilities: Musical instruments like pianos, drums, harmonium etc.

e)   Sports and Games (Indoor and Outdoor) facilities: A well-equipped common room with gym equipment. Facilities are provided for table tennis indoors and basketball outdoors.

f)   Health and Hygiene (Health Care centre, Ambulance, Nurse, Qualified Doctor) (full time/ part time etc.): There are **2 full-time qualified nurses** who live on campus and are available round the clock. A sick room is available as is a first-aid kit and basic medicines. **All students are members of a Student Health Home in Sealdah, Kolkata.**

4.5.2 How does the institution ensure participation of women in intra-and inter- institutional sports competitions and cultural activities?

Since it is a women's college only women participate in all intra-and inter-institutional sports competitions and in cultural activities. For example in 2009, **one of our students Madhurima Das participated in All India Inter Varsity Meet held at Pong Dam in Himachal Pradesh. In the women's fours category for rowing she was awarded a gold medal for 500m.**

4.5.3 Give details of the common facilities available with the Institution (Staff room, day care centre, common room for students, rest rooms, health centre, vehicle parking, guest house, Canteen, telephone, internet cafe, transport, drinking water etc.)

There is a Staff Room equipped with a refrigerator, microwave and electric kettle and where there are adquate tables, sofas and chairs. There is also a separate air-conditioned Staff Study. An Aqua Guard is available to students and staff for clean filtered water. The common room for students has a piano, indoor sports facilities like table tennis boards and comfortable sofas. A canteen provides snacks and meals at subsidized rates and is equipped with a cooler and a refrigerator. There is a telephone in the

college office. Free internet access is available on campus. Free car parking facilities are available for faculty and self-driven student cars.

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1 What innovations/best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

One of the best practices is a **fully computerized library and free internet access for students and faculty.** The Library Society was formed in 2010 to encourage the use and appreciation of the library as a resource centre for self-learning. Various talks were organized by the Society, notable amongst which was the visit and illustrated talk by the French graphiste David B. The Society brought out a Newsletter entitled 'Let Ideas Breathe' which also contained important information about library services.

Re-accreditation:

Since one of the recommendations in the previous NAAC assessment had been improvement of health services, the college has provided every student with a membership to a Student Health Home, where they can receive treatment and surgery at very subsidized rates.

CRITERION - V

STUDENT SUPPORT AND PROGRESSION

Criterion V: Student Support and Progression

5.1 Student Progression

5.1.1 Give the socio-economic profile (General, SC/ST, OBC etc.,) of the students of the last two batches.

The profile is as follows:

2009-2010 (General: 706; SC/ST: 62; OBC:12)

2010-2011 (General: 635; SC/ST: 67; OBC: 11)

5.1.2 What are the efforts made by the Institution to minimize the dropout rate and facilitate the students to complete the course?

The institution strives to minimize the drop out rate by organizing **remedial classes** for weak students who feel they will not be able to cope academically. Some students are encouraged to move from the Honours to the General course rather than drop out from college. **Mentoring** is also done by faculty and through resource persons and value education classes to induce students to stay on and complete their graduation. Some married students who wished to drop out to raise a family have been persuaded to finish college. The Loreto College Women's Cell was established to specifically prepare drop outs for the Open School examinations. 5 students of the Women's Cell were admitted into the B.A. General classes. All these measures are in conformity with the mission of the college to empower women.

5.1.3 On an average, what percentage of the students progress to further studies and for employment? Give details for the last two years. (UG to PG to Ph.D and /or to employment)

On an average, about 45% of students progress to a Post-Graduate course and 55% are employed after completing their undergraduate course.

5.1.4 How does the institution facilitate the placement of its outgoing students? What proportion of the graduating students have been employed? (average of last five years)

The institution has a **Career Cell** that helps students locate job opportunities and assists them with any queries they might have about particular jobs. 95% of students have been employed or have been self-employed over the last 5 years. A staff seminar was conducted by the Institute for Career Studies in March 2007 for faculty members so that they too can guide students regarding job opportunities.

5.1.5 How does the institution facilitate and support students for appearing and qualifying in various competitive examinations? Give details on the number of students coached, appeared and qualified in various competitive examinations (Average of last five years) (UGC-CSIR-NET, SLET, GATE, CAT, GRE, TOFEL, GMAT, Civil Services- IAS,IPS,IFS, Central/State services etc.)

More than 36 students have qualified in competitive examinations in the last 5 years. Students who leave the State do not always keep in touch regarding their academic and career progression. Although students are not coached within the institution for specific competitive examinations, the college has introduced Mathematics as an add-on course to facilitate students who wish to appear for competitive examinations.

5.1.6 Give a comparitive analysis of the institutional academic performance with reference to other colleges of the affiliating University and the university average. (Pass percentage, Distinctions, Gold medals and University Ranks, Marks obtained in relation to university average etc.(Last five years' data)

University Pass % (aggregate of 5 years) for B.A. Honours: 94.3%; College Pass %: 100%

University Pass % (aggregate of 5 years) for B.Sc. Honours: 97.63%; College Pass %: 100%

University Pass % (aggregate of 5 years) for B.A (Major): 99.8%; College Pass %: 100%

University Pass % (aggregate of 5 years) for B.Sc.(Major): 93.1%; College Pass%: 97.25%

Loreto College has one of the highest pass percentages among other colleges affiliated to the University of Calcutta. In the last 5 years 3 students have obtained University ranks.

5.2 Student Support

5.2.1 Does the institution publish its updated prospectus, handbook and other student information material annually? If yes, what is the information disseminated to students through these publications?

The prospectus is published annually and updated each year. It contains the vision and mission of the college, history of the college, courses offered (academic and enrichment courses, IPSL), profiles of faculty and office staff, information about the Computer Centre, Value Education, Remedial Classes, Counselling, Student Council and list of Student Societies for extra co-curricular activities, Library and Information Resources, Placement Services, Rules and Regulations of the College, Fee Structure, Special Awards, Contact information.

5.2.2 Does the institution provide financial aid to students? If yes, specify the type and number of scholarships/ freeships given to the students during the last academic year by the institution (other than those provided by the social welfare departments of the State or Central Governments).

The institution does provide a limited number of stipends, scholarships and partial scholarships to needy students.There is a Financial Support Scheme through the European School Improvement Association. This allows them to pay their tuition fees. Sometimes more privileged students arrange the fees for their financially needy peers. The Alumnae Association also provides an endowment to an under privileged student. In 2010-2011, 4 scholarships worth Rs 11,000 were given by the European School Improvement Association; 9 scholarships worth Rs. 14,735 by the East India

Charitable Trust; 3 scholarships worth Rs. 9000 by the West Bengal Minority Development Finance Corporation. The institution itself provided 13 scholarships worth Rs. 30, 035 for scholarships. Under the UGC XI Plan, the college has received Rs. 4,20,000 for scholarships for SC/ST students of which Rs. 1, 28395 has been utilized so far.

5.2.3 Give details of schemes for student welfare? (insurance, subsidized canteen facilities, special diets, student counselling support, "earn while you learn" scheme etc.)

The **canteen** provides hot food for lunch as well as snacks throughout the day at very **subsidized rates**. **A system of free lunches has been established for economically challenged students**. The faculty and management often assist college students to find school pupils who require tuition and academic help. This enables some students to earn while they learn in college.

5.2.4   What type of support services are available to overseas students?

Overseas students are often offered special classes to enable them to acquire proficiency in English. Although the institution does not provide hostel facilities, it does informally assist (through contacts) students to find housing as paying guests or in women's hostels across the city.

5.2.5 Give details of the placement and counselling services for the students?

Both **Placement and Counselling services are available to students**. There is a **qualified and professional counsellor** who is available for students throughout the year. A warm and friendly ambience is offered to students where they can discuss their problems freely. Counselling is characterized by the following features:

- Client- centred sessions on a one to one basis.
- Personal counselling

- Examination stress related counselling is offered

- Vocational guidance based on personality and interest

- Professional methods and strategies are used

- Counselling for peer pressure or parental expectations

The Career Cell provides information about job opportunities. Campus recruitment was carried out by companies like Google, TCS, Teach for India, Flying Cats and the Taj Group of Hotels.

5.2.6   How does the institution encourage and develop entrepreneurial skills among the students?

Students of the Major (Vocational) courses like Communicative English have a theoretical paper on Entrepreneurship. Keeping this in mind, they often do **On-Job training** at places where these skills can be honed. In 2008-2009, the design and implementation of real life utility projects on Restaurant Management, Store Management and Travelling Management was carried out by the Third Year Computer Application students. They also did a Project on Networking Systems at HCL.

5.2.7 Does the faculty participate in academic and personal counselling? If yes, give details on services provided during the last academic year?

Besides the regular counselling service offered by a fully qualified counsellor, the faculty is actively involved in both academic and personal counselling. In 2007, some faculty members attended a counselling course at the Indian Social Institute, Bangalore to sensitize themselves to the needs of the students. Every year, faculty members conduct academic counselling prior to admission when they guide students regarding choice of subject or discipline, job prospects etc. In the course of the year, faculty members carry out academic counselling. Tutors often act as mentors and a number of teachers were involved in personal and psychological counselling as well. This was particularly

prevalent in the Psychology department where some faculty members have completed specialized courses on Counselling and are therefore equipped with the necessary skills.

5.2.8   Is there a separate guidance and counseling centre for women students? If yes, enumerate the activities of the centre.

Since Loreto College is exclusively for women, no separate centre is required for women students.

5.2.9 Is there a Cell /Committee constituted for prevention/ action against sexual harassment of women students? If yes, detail its constitution and enumerate its activities (issues addressed during the last two years)

Since Loreto College is exclusively for women, no separate centre constituted for prevention of sexual harassment of women students is required.

5.2.10   Does the institution have a grievance redressal cell? If yes, what are its functions? Detail the major grievances redressed during the last two years.

A member of the Governing Body of the college heads the Grievance Redressal Cell as Designated Officer. Grievances are routed through the Principal. Every effort is made to address grievances through dialogue and a spirit of mutual trust and respect. In the last two years no grievance have been made to the cell.

5.2.11   Is there a provision for acquiring computer skills / literacy for all students, in the curriculum? If yes, give details on how it is imparted, and level of proficiency.

There is a provision for all students of the college to acquire computer skills and be computer literate. MS Office (MS Word, Excel, Powerpoint and MS Access) with Internet is a compulsory course for every student. Specialized short term courses are taken by interested students who wish to acquire skills in Photoshop, Web Designing and Flash. While the compulsory computer course is integrated into the regular curriculum and schedule of the students, the special courses are held once a week.

5.2.12 What value-added courses are introduced by the institution to develop life skills; career training; community orientation; good citizenship and personality development of students?

Value added courses that would impart life skills, personality development etc include music (piano, violin, guitar, drums), foreign languages (French and Spanish), Interior Designing, GIS, Heritage and Conservation Studies, Legal Awareness and IPSL. In the latter course pupils understand leadership integrated with service. This makes for effective and vibrant leadership as a service to others. The NSS is also instrumental in developing a community orientation among students.

5.2.13   How does the institution ensure safety and security of the students, faculty and the institutional assets?

There is full time security at both gates leading to the college. All students are required to wear their identity cards so that members of the general public may not enter an exclusively girl's college. All technical gadgets belonging to the institution like laptops etc are stored away in well-locked cupboards. All students are provided with lockers where they can store their belongings during the day.The college gates are locked at night to ensure protection of its assets.

5.3 Student Activities

5.3.1   Does the institution have an Alumni Association? If yes,

i) List its current Office bearers: The Loreto College Alumnae Association (a registered body) has the following office bearers: The Principal is the Ex Officio President (Sr. Christine Coutinho); the Vice President is Uma Ahmad; the Honorary Secretary is Anuradha Chatterji and the Honorary Treasurer is Preeti Dhanuka.

ii) List its activities during the last two years.

The Alumnae Association provides financial aid to needy studentsthrough endowments and awards a prize each year to the best General Course student. The Association also organizes an annual Reunion so that its ex-pupils can stay in touch with their college. The Association helps organize the Annual Open Day by encouraging women entrepreneurs and NGOs to participate. As part of the Centenary Celebrations of the college (2011-2012) the Association organized a Centenary Reunion on February 12, 2011which included a Panel Discussion on 'Loreto College: The Century Ahead'. Many eminent former pupils participated as panelists. The association also organized an Alumnae Centenary Tea in August 2011 to connect with Alumnae members.The Association helped to organize many of the centenary events and held extensive meetings regarding this throughout 2011.

iii) Give details of the top ten alumni occupying prominent positions.

Some of our illustrous Alumnae: *Mrs. Rajyashree Birla* is a Director on the Board of all the major Aditya Birla Group of Companies and Chairperson of the Aditya Birla Centre for Community Initiatives and Rural Development.

Amita Dutt is the Uday Shankar Professor of Dance and Dean of the Faculty Council of Undergraduate and Post Graduate studies in Fine Arts at Rabindra Bharati University. She is also the Director of the Performing Arts Therapy centre at the university.

Ruchira Gupta is founder of 'Apne Aap', an organization that works against human trafficking.

Bharati Mukherjee is an award-winning Indian-born American writer, is currently a professor in the department of English at the University of California, Berkeley.

Ruby Palchoudhuri is Honorary General Secretary and Executive Director, Crafts Council of West Bengal and Vice President, Crafts Council of India.

Surjit Mansingh presently teaches at the American University, Washington DC. Formerly she was Professor of International Politics, Jawaharlal Nehru University, New Delhi and Chairperson, Centre for International Politics in the School of International Studies.

Lady Aruna Paul, Trustee and chairperson of various organizations including the Bharatiya Vidya Bhavan UK, the largest institute for Indian art and culture outside India. She is a Patron of Women's India Association (UK), the longest established Asian charity in Britain.

Malashri Prasad, Deputy Comptroller and Auditor-General in the office of the Comptroller and Auditor-General of India.

Reena Sen, Executive Director, Indian Institute of Cerebral Palsy, Kolkata.

Indu Puri, internationally acclaimed table tennis player and currently Chief Manager of the Union Bank of India, New Delhi.

iv) Give details of the contribution of alumni to the growth and development of the institution.

The Alumnae Association provides financial aid to needy students through endowments and awards a prize each year to the best General Course student. Some years ago, it provided funds for roof repairs in the college building. Individual Alumnae members in prominent positions are often asked to come and address current students to inspire them. One Alumnae who is completing a course in the United States of America on Disaster Management was asked to share her knowledge and expertise with the students in 2008.

5.3.2 How does the institution encourage its students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years. (Institution level/ inter-collegiate / Inter-University/ Inter-state/ National/ International)

The institution encourages the students to participate in inter-collegiate, national and international cultural events and sports. **Ms Vijayshree Singh, Vice-President of the History Society and a Third Year History Honours student, was selected to attend a diplomatic cultural exchange programme for SAARC students, organized by the Ministry of Foreign Affairs, Thailand, from 25-31 January 2009. The History Department, in conjunction with the History Society, Loreto College, facilitated an international awareness programme with a Presentation on "Amazing Thailand" held on November 26, 2009**. This was followed by a cultural programme and interactive session organised by the Thai students attending Loreto College. The event was attended by the Royal Thai Consul-General, Kolkata.

A medal for Achievement in Sports has been instituted and is awarded each year.The college holds an Annual Sports Day on 2 February, the Founder's Day of the college, to encourage the students to take an interest in sports. A student was selected to represent Calcutta University in the Calcutta University Basketball Championship held in Shillong (1-10 Nov, 2006). In 2009, 1 student participated in the **All India Inter Varsity Rowing Meet held at Pong Dam in Himachal Pradesh. In the women's fours category she received a gold medal in Rowing for 500m, bronze for 1000m and in the women's pair she was awarded bronze for the 1000m and silver for 500m**.1 student represented Calcutta University in the National Rowing Championship held in the Calcutta University Rowing Club in the Fours Event. A student played basketball for the Calcutta Parsi Club where she won trophies and certificates for Improvement and Best Player Award. A student, Portia

Conrad was selected to represent Calcutta University in the Noth-East Zone Inter-University basketball tournament held in Bhubaneshwar in October 2010, 2011.

5.3.3 How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the previous academic session.

Students are encouraged to publish in a variety of ways. The College magazine, *Expressions* is published each year by the Literary Society and proves to be a platform for student creativity and expression. A Wall magazine is produced by the Bengali department students, while in 2007 a **Poetry Forum** was established and a book of poetry written by the students was published. Student publications in the last academic session included the following:

- *Expressions* (College magazine)
- Student members of the ICT Society designed brochures, the college prospectus, and invitation cards for various events and programmes conducted within the college campus. They also published a magazine entitled *Connect.*
- Hindi department wall magazine : "Agyay ki janmsati par"
- The Bengali department students have an annual Wall magazine. In 2010 an interdisciplinary thrust was given to the wall magazine by making the theme "Sahitya ebong Cholochhitro" (Literature & Cinema).
- *Edit Desk*, a magazine published by the Department of Journalism and Mass Communication
- The Political Science department publishes a fortnightly Wall Journal and an annual *Political Science Journal* (first edition published in 2006). The Journal has been transformed into an e-journal from 2011 to mark the completion of the thirty years of the Department.

- *On the Frontline: Interpretations of War in Literature, Film and Reportage from the Nineteenth Century to the Present* was a book that presented the proceedings of a seminar held in 2009. It contained several student papers.

5.3.4 Does the institution have a Student Council or any similar body? Give details on its constitution, major activities and funding.

The Student Council is an elected body comprising of the Student President, Student Vice President, and the Presidents, Secretaries and Treasurers of the 20 different societies in the college. Each class also has a class representative.The Student Council is a completely apolitical body. There are staff advisors for every society but these societies are run and managed by the students themselves. They organize every co-curricular and extra curricular activity in the college and are responsible for the various cultural events including the college fest *Samagam*. Major college events like the Damayanti Shield Debate, The Loreto Shield Quiz, The Ajit Roy Drama Competition, The Amal Ghatak Quiz, Annual Drama, Annual College Sports etc are fully organized by them. Students take on the responsibility of raising sponsorship for these events. The Student Council is also largely responsible for ensuring that discipline is maintained in the college and for passing on the traditions and values of Loreto to future batches.

5.3.5 Give details of the various academic and administrative bodies and their activities (academic and administrative), which have student representations on them.

The Unfair Means Committee and the Vigilance Cell have student representatives. The student council itself is consulted for important decision-making procedures.

5.3.6 Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers, to improve the growth and development of the institution?

There is a **suggestion box** where students are invited to give their feedback about any aspect of college life. This is shared between the Student Council and Principal. The feedback is reflected upon and necessary action is taken.

5.6 Best Practices in Student Support and Progression

5.1.7   Give details of institutional best practices towards Student Support and Progression?

Institutional best practices in Student Support and Progression is the presence of an elected and non-political Student Council who take on responsibility in organizing every cultural event in the college. This also teaches them accountability. Students learn life skills by being a part of the organizing committees at every level, including the mobilization of funds. Leadership qualities are honed, team work encouraged and personalities shaped in keeping with Loreto standards and values which have always been to provide a holistic education and to develop **leaders sensitive to societal needs**. Growth and Social Responsibility is encouraged in our pupils at every major event of the college. An underprivileged sector of society is invited. Their material needs are taken care of on the day.

Another healthy practice is the publication of student papers, articles and creative writing. This has been a core area of effort by the faculty and management and has reaped rich dividends by giving students a sense of confidence in their abilities and a respect for academic work.

CRITERION - VI

GOVERNANCE AND LEADERSHIP

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

6.1.1   State the Vision and Mission statement of the institution and give details on how the institution

a) Ensures that the vision and mission of the institution is in tune with the objectives of the Higher Education policies of the Nation?

The founder of the Loreto order **Mary Ward had spoken of the core values of justice, freedom, sincerity, truth and joy which permeate the entire educational experience.** Our goal is to form women responsive to the needs of our world, with the knowledge that gives them the power to act, motivated by the love which gives them purpose and wisdom in their action. The institution believes

• That every woman empowered to her best potential proclaims the Glory of God

• That our institution must be a dynamic entity, to discern changing needs and readjust structures and activities in response.

• That this demands high levels of awareness at the administrative level so that education becomes a continuous process involving staff, students and parents.

• That a preferential love of the poor enables our college to become a place where the glory of God is manifested and where social justice and equal access will contribute to the quality of our nation.

• That the practice of important human values is prioritised and students are encouraged to gain confidence and take initiative, as they commit themselves to academic excellence.

The administration is in tune with Higher Education policies and implementation of these is through correspondence with the University, Director of Public Instruction and meetings with Principals of other colleges especially with participating Christian colleges in West Bengal. Communications with colleges in India also help to fine tune the institution's goals according to the recommendations and modifications of the Higher Education Department. The Principal and other members of the faculty have attended various courses and seminars organized by the University of Calcutta and St. Xavier's, Kolkata and Christ University, Bangalore.

a)   Translates its vision statement into its activities?

The college is prompt is responding to the needs of the times. For example after a fire in a neighboring building - Stephen Court- there was a **disaster management workshop** for the local car pool drivers in collaboration with the Kolkata Police and the Fire Brigade. This ensured that in the

case of such an emergency, local community members would be equipped with basic skills to help save lives.

Human Rights students visited the Sunderbans after the devastating cyclone AILA to provide relief to the affected people.

The students are also taken on field excursions as a part of their EVS project. Questions are posed to the students after the excursion and the answers were reflective and information-based. Students are encouraged to pose "how and why" questions regarding what they can do to respond to difficult situations in suitable ways.

6.1.2   Enumerate the Management's commitment, leadership-role and involvement for effective and efficient transaction of the teaching-learning processes.

The management is committed to providing quality higher education to all sections of society and is ready to introduce innovative practices. The institution monitors the teaching-learning process and encourages teachers to update their knowledge in their subject areas. The management plays a key role in encouraging leadership, producing responsible citizens and in establishing ICT in the teaching learning process to make it more effective and efficient.
All amenities are provided to the teachers to facilitate efficient teaching for example resources and tools, ICT facilities and opportunities to participate in seminars, courses. The time table has been formulated in a way that enables teachers to have a preparatory day and the students can also carry out uninterrupted library work.

The management encourages one- to- one teaching and the tutorial system ensures that teachers mentor a small group of students.

6.1.3   How does the management and the Head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

Regular staff meetings are held with the faculty members to apprise them of the latest developments and their responsibilities. The Principal also meets staff members in the Accounts office and Library to ensure that the responsibilities are carried out. IQAC also plays a role in carrying out this activity. Accountability is given considerable importance.

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

The teacher evaluation forms are gone through by the management and shared with the teacher on a one-to-one basis. The college has a suggestion box. Parents and students particularly the Student Council provides feedback on activities of the college. Further investigation is made if required. Parents also stop by and share their perspectives. This is particularly so with parents who are past pupils. Resolutions are made and recorded for the future benefit of the institution.

6.1.5   How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

For the overall good of the college, suggestions by staff and students are kept in mind. There are regular departmental meetings, committee meetings, delegation of responsibilities, evaluative meetings, and staff development seminars to assist growth in personal awareness and focus on the objectives of the institution. The topics are chosen as a result of reflective evaluation of the pulse of the college by the management. The faculty organizes seminars and workshops and leave facilities are provided, if need be, to pursue higher studies.

6.1.6   Describe the leadership role of the Head of the institution, in governance and management of the institution.

As the Head of the Institution the Principal oversees the administration and ensures coordination among various departments of learning and promotes a cordial atmosphere on campus. She addresses the needs of the students and staff through interaction with them. There is a reflective evaluation of events, feedback by the Heads of the Departments, consultation and mentoring with senior members of the management and help from staff in steering/classifying direction in the college along with consultation and meetings with Principals of other institutions. The Principal is responsible and accountable for proper utilization of budgets received from various sources. She likewise asks of this from staff.

6.2 **Organizational Arrangements**

6.2.1   Give the organizational structure and details of the academic and administrative bodies of the institution. Give details of the meetings held, and the decisions taken by these bodies, regarding

finance, infrastructure, faculty recruitment, performance evaluation of teaching and non-teaching staff, research and extension activities, linkages and examinations held during the last two years.
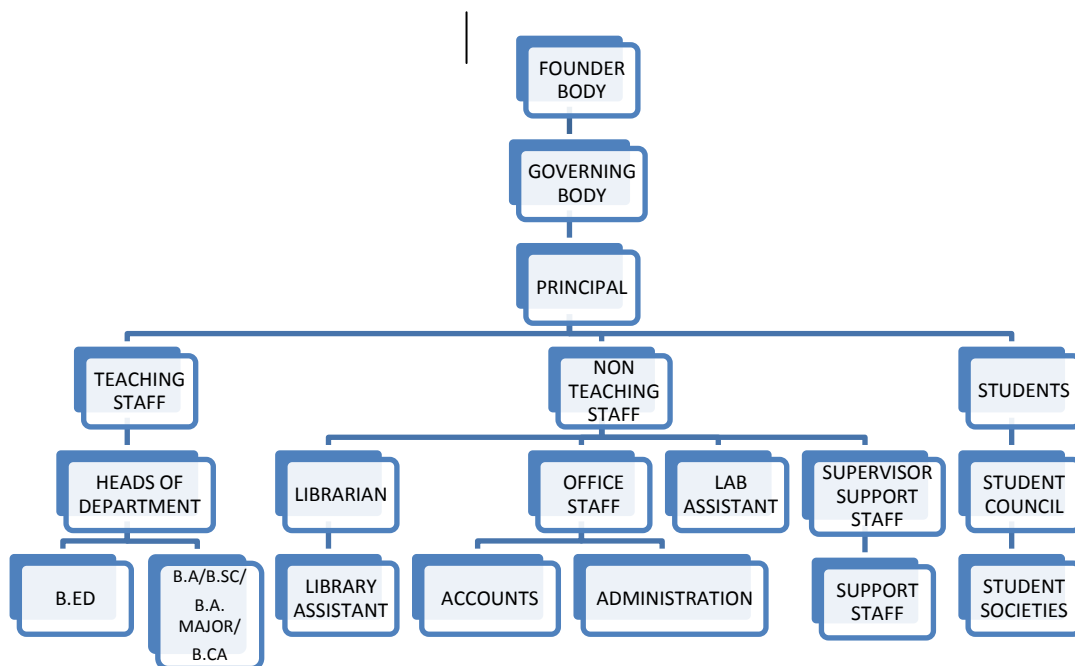
The Governing Body meetings are held three to four times a year. Management meetings are also held if required. Meetings are also held with mentors and senior members of the management. Evaluative meetings are regularly held with the departments, office, accounts office and duties delegated. There are regular staff meetings, department meetings and meetings with the Heads of the Department. Decisions are taken after consultation at different levels for example regarding matters relating to finance and infrastructure. Meetings are held with the accounts' staff and staff members.

Those wishing to apply for the position of a faculty member have to first deliver a demonstration lecture. The shortlisted candidates are called for an interview. Meetings are held with the Heads of the Department and the Selection Committee before the final choice is made.

There is an evaluation report of the teachers performed by the outgoing Third Year students. Regarding research, faculty members avail of MRPs and the time table is adjusted to enable teachers to pursue research, present and publish papers.

Extension activities: Social service is a part of college activities. Outreach activities and blood donation drives regularly take place under the aegis of the different societies of the college.

Linkages: There are linkages with other institutions regarding further studies for example a Memorandum of Understanding has been signed with the IPSL. There are linkages with other organisations like the Victoria Memorial, the NGO 'Offer', The Rotary Club, AusHeritage & Centre for Contemporary Communication and INTACH.

Examinations: There are Officers in Charge for University Examinations. The office staff help with many tasks like photocopying question papers while the software engineer provides and designs the software for entering of marks and attendance.

DETAILS OF STAFF MEETINGS HELD IN THE PAST TWO YEARS (2009-11)

Sl. No	Date	Details
1.	06.07.2009	Visit of Sister Antoinette discussed - The vision and mission statement of Loreto College.
2.	08.07.2009	Core Committee Members for Centenary Celebrations decided.
3.	13.07.2009	Award winners decided.
4.	20.07.2009	Change in class schedule in view of 'MahaMichil' on 21st July, and Transport Strike on 24th July.
5.	29.07.2009	Awardee of Enid La Fond Medal. EVS syllabus by the University of Calcutta - Revision.
6.	25.08.2009	A minutes silence in memory of Shompa Veronica Dey a 3rd Year student. Investiture and Awards Ceremony on 29th August.
7.	01.09.2009	Appreciation to Staff for Investiture and Awards Ceremony. Teachers Day. Financial help to Shompa Veronica Dey's brother. Mid-Term Examinations.
8.	23.10.2009	Date of First year examination marks in the computer. Possibility of interdisciplinary seminar by Human Rights and Political Science Department. W.E Nature Quiz. Students' Day 2009. Annual Drama.
9.	21.11.2009	Mr. David B. Graphic, novelist to interact with the students. Fulbright scholars to meet the staff. Mr. Carlton Diaz a teacher from Australia to meet B.Ed Department.
10.	04.12.2009	Vigilance with student attendance. Slum Camp Attendance. Purchase of Books- Departmental Budget.
11.	19.12.2009	Congratulations to B.Ed Department- All first Classes. Documentation of departmental activities to be submitted for the term. Passport Mela. Selection Examination Question Papers.

		3rd Year marks in computer. 3rd Year Attendance upto 31.01.2010. IPSL Classes in January. Christmas Pageant.
12.	09.01.2010	Nominations for Student Council. C.P.E visit. Anti-Virus updating on laptops. Alumnae Annual Reunion. Passport Mela on 25th January. Department Picnics.
13.	20.02.2010	Part 1, 2 Examination Forms. 2nd Year Selection Examinations. Dis-Collegiate Students. Generator. International Women's Day.
14.	23.03.2010	Study Leave for 2nd Years. Admissions 2010-2011- Subject Combinations.
15.	21.04.2010	Admission forms available on the website. Departmental meetings- Planning for next academic year. Staff Development Seminar in November 2010. Timetable. College Calendar. Service Books. Library Stock taking.
16.	04.05.2010	New Awards Committee. Admission Committee. Canteen Contract. Admission procedure- Counselling, Screening forms, Tests, Interviews- Students Council to assist. Time plans. Orientation for new first years. Admit Cards for Part 2.
17.	19.06.2010	Release of the postage stamp commemorating the Centenary of Loreto College. UGC Building Grant for Jubilee. Re-wiring and Painting first floor. Appreciation for help in admissions. Dr. Sujata Choudhuri to present IQAC paper at Salesian College, Sonada. New Identity cards for Staff.
18.	02.07. 2010	Orientation of First Year students on 7th July. Departmental meetings. MRP-UGC-Invitations. Library budget. Centenary Core Commitee Meeting.
19.	24.07.2010	Investiture and Awards Ceremony on 28th August.
20.	25.08.2010	Plans for Mathematics(Elective),EconomicsHonours and M.A. in English. Samagam- Annual College Festival. Teacher's Day. Details of Investiture and Awards Ceremony.
21.	13.09.2010	Staff Duties during Samagam. Mid-term Examinations- November 2010.
22.	01.10.2010	Appreciation for help during Samagam.

		Building Proposal submitted to State Government DHE. Painting of classrooms. Laptops- Anti Virus. Retreat for Christian students. Update Departmental Inventory. Mother General's Visit. Workshop on Abuse- 3 Staff to attend. College Report Computer Programme. Staff Development Seminar- 8th and 9th November.
23.	15.11.2010	Congratulations for Good Results. Postage Stamp update. Annual Open Day. Woolies Drive, Soap Drive, Christmas Pageant. IPSL January 2011.
24.	04.12.2010	Students' Day on 8th December. Human Rights Day on 10th December. Annual Drama-MamaMia at ICCR. Gayadhar Nayak retires.
25.	22.12.2010	Student Council Election dates. Blood Donation Drive. Mary Ward Day. Third Year Farewell. Centenary Celebrations.
26.	07.01.2011	Staff Identity Cards. Student Council elections- Nominations. Departmental Picnics. Unfair means used during Examinations. Centenary Celebrations.
27.	18.01.2011	Selection Results for 3rd years.. Update Stock Registers, Documentation. Centenary Celebrations.
28.	23.02.2011	Appeciation for Centenary Celebrations Inauguration. Compulsory English/ Alt. English/ Vernacular- University Examinations. International Womens' Day. Stephen Court Fire Anniversary Programme. Water Day, Earth Day. Barun Bagh Retires.
29.	15.03.2011	University Examinations. Online Admissions. Future Plans. Study Leave.
30.	03.05.2011	Self Appraisal Forms, Daily Diaries. Online Admissions. Staff Advisors 2011-2012. Website modification. Proposals for MRP's. Admit cards. Service Books and TAQ's CPE Grant. Rabindra Jayanti at Kala Mandir. Planning for next Academic year- Tutorials. Counselling for Students.
31.	11.05.2011	College Calendar University Examinations Invigilations.

32.	24.06.2011	1st Year Admissions. Attendance now in Files- For Online Attendance. Time Plans. Service Books.

6.2.2   To what extent is the administration decentralized? How does the institution collaborate with different sections/departments and personnel of the institution to improve the quality of its educational provisions?

There is delegation and deputation of work and decentralization at every level.The supervisor looks into the maintenance and cleanliness of the college which is done by the support staff. Members of the staff share their views at Staff meetings and other committee meetings. Evaluation sessions follow major activities: **'Looking back to look forward'** is a goal shared by all. Administration undertakes a reflective evaluation after feedback from mentors and stakeholders.

Yes, the staff members are accountable for their actions. University results are evaluated within the departments.

6.2.3   Does the institution have effective internal coordination and monitoring mechanisms? If yes, specify.

The Office Staff, Accounts Staff, the Heads of Departments, members of the different departments, the Student Council and the student body is responsible for their decisions.

There is a daily diary for teachers and supervisor which they have to fill in at the end of the day. Teachers can book the auditorium if they want to use it for teaching or screening of films.

There is a white board for students where notices are written. Students are also given information regarding the events which will take place and Council meetings.There is an intercom system which is an effective way of communicating to the students matters of immediate importance. A list of requirements is given to the supervisor prior to an event taking place which helps in effective coordination. The Auditorium is booked in a diary to enable effective use.

There are **20 societies** which coordinate with each other to carry out student activities successfully.

6.2.4   Does the institution have a Grievance Redressal Cell for its employees? If yes, what are its functions? List the number of grievances redressed during the last two years.

A member of the Governing Body is the Grievance Redressal Officer. Grievances are addressed to the management through Principal and resolved through dialogue. There have been no grievances over the last two years.

6.2.5   How many times does the management meet the staff in an academic year? What are the major issues discussed during the last meeting?

The staff can meet the Principal as there is an open door policy in the office. Principal meet staff at least once a month at staff meetings. When the Mother General came in November 2010, she and the Provincialate Leader met the staff and gave encouragement and support. The details of the Centenary Celebrations were discussed at meetings and responsibilities were delegated to different faculty members.

6.2.6   Is there a Cell to prevent sexual harassment of women staff? How effective is the functioning of the Cell?

The staff consists entirely of women.

6.3 **Strategy Development and Deployment**

6.3.1 Describe the procedure of developing the perspective institutional plan. How are the Teachers, Students and Administrators involved in the planning process?

Individual plans of each department are incorporated into a comprehensive institutional plan that includes academic curricula and extra curricula activities. **A calendar is issued at the beginning of the academic year as a comprehensive plan for the entire college.** Strategy development and deployment is an ongoing process to fulfill plans of previous five years. The college celebrated its centenary and the plans for the Centenary Year were made by a Centenary Core Committee with members from all departments and the non-teaching staff.

6.3.2   How are the objectives communicated and deployed to all levels, to ensure individual employee's contribution for the institutional development?

The objectives are communicated through regular meetings between the staff and the Principal who sometimes meets the staff members individually.

There are dialogues with stakeholders; the changing demands of industry and employability help prepare plans for modification of strategies in college. The support staff work alongside with students and this ensures involvement and commitment.

6.3.3 List the different committees constituted for the management of different institutional activities? Give details of the meetings held and the decisions taken, regarding academic management, finance, infrastructure, faculty, research, extension and linkages, and examinations held during the last two years.

The college has several committees like the Calendar Committee, Time Table Committee, Unfair Means Vigilance and Anti-Ragging Committee, Library Committee, Website Committee, Admissions Committee, Communications Committee, Awards Committee, Finance Committee, Infrastructure and Maintenance Committee and the IQAC Committee to look after the various aspects of organization.

A core committee was formed for the Centenary Celebrations which took place in 2011-12. Within the core committee there were several other committees like the the Publications Committee, the Alumane Committee, Panel Discussion and Seminar Committee, Finance Committee, Hospitality Committee, Fund raising Committee, Advertisement, Public Relation and Media Committee, Cultural Activities Committee, Computer Committee, Documentation, Calendar and Invitation Committee.

Meetings are held as regularly as found necessary and meetings take place more often if a major event approaches: this is to clarify procedures. Minutes of all the meetings are kept. Decisions are taken keeping in mind the purpose of the meeting and in consultation with the staff concerned. No decision is taken unilaterally. Faculty hold regular departmental meetings which are minuted and departmental records are kept stringently.

The college established linkages with various bodies like the Victoria Memorial, INTACH, and IPSL, New York

6.3.4 Has the institution an MIS in place, to select, collect, align and integrate data and information on the academic and administrative aspects of the institution?

Yes. There is a **Management Information System** in place: this includes a software like Tally 9 the Fees Management System (DOS based) and the Student Online Administrative Software to generate report cards automatically. Students can view their attendance online.

6.3.5 Does the institution use the various data and information obtained from the feedback, in decision-making and performance improvement? If yes, give details.

The convener and IQAC members obtain feedback from students and stakeholders. The feedback given by the NAAC peer team is also considered with great care. At the departmental and staff meetings performance is evaluated to plan for improvement. Evaluation is based on data received as feedback from students, faculty and stakeholders.

6.3.6 What are the institution's initiatives for promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments, creating/providing conducive environment, etc.)

Cooperation and collaboration between departments and institutions is strongly encouraged. Faculty members act as subject experts in other colleges. Faculty members are encouraged to organize **interdisciplinary seminars** and attend talks not only conducted by their own departments but also by other departments. A faculty member from one department within the college is often invited to deliver a lecture to the students of another department. A member of the English department for example, was asked to deliver lectures on the European Renaissance to students of History who also had the topic in their syllabus.

The computer department is able to share their skills and knowledge with almost all the other departments particularly in the use of ICT. Staff Development Seminars also contribute to collaboration and cooperation among different departments.

6.4 Human Resource Management

6.4.1 What are the mechanisms for performance assessment (teaching, research, service) of faculty and staff? (Self–appraisal method, comprehensive evaluation by students and peers). Does the institution use the evaluations to improve teaching/ research of the faculty and service of the faculty by other staff? If yes, how?

All faculty members including library staff are required to present self-appraisal reports annually.

Every year the outgoing third year students are required to fill a TAQ. Evaluations are shared and discussed with members of staff and a copy is maintained in their personal files.
Staff Development Seminars also contribute to personal development.

6.4.2   What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The staff members have access to an air-conditioned staff study where they can do research and correct answer scripts. A well-equipped library helps them for their research and to prepare for their classes.There are adequate chairs and tables in the staff room where the staff members can also work. A microwave and a refrigerator is provided for the members of the staff. The staff members have access to the internet in the computer laboratory. Each department has been provided with a laptop and members of the staff have access to internet through the Wi-Fi system. Filtered drinking water is available for all.

The teachers are encouraged to do research and attend seminars. Time tables are adjusted to enable teachers for the same.

All faculty members can undergo computer courses to enhance skills in ICT- MS Word, PowerPoint presentations etc. During the summer recess, short-term courses are held for faculty members to impart computer skills.

A Staff diary is maintained to keep communication lines open between management and staff.
Health camps for all Class IV staff and support staff are conducted on the campus.

6.4.3   What are the strategies and implementation plans of the institution, to recruit and retain faculty and other staff who have the desired qualifications, knowledge and skills?
When a vacancy arises there is an advertisement in leading English dailies for the post of a faculty member. Candidates applying for the job are first invited for a demonstration lecture to be given to the Third Year students in the presence of the Principal and the members of the department. The shortlisted candidates are then called for an interview to be taken by the selection committee and finally an appointment is made. All this is according to UGC and management norms.
Mentors are chosen from among staff members for new recruits whose performance is also discussed periodically, particularly during the probation period.
A seminar explaining the philosophy and values of a Loreto Education is organized for new recruits by the management.

6.4.4   What are the criteria for employing part-time/adhoc faculty? How are the recruitment conditions of part-time/adhoc faculty different from that of the regular faculty? (Eg. salary structure, workload, specialisations).

Prospective candidates are required to give a demonstration lecture and interview before being recruited. The Governing Body is kept informed about the need to appoint faculty particularly in part-time and management posts. The salary is consolidated as per Governing Body decisions and previous salary structures although revisions are made periodically. The workload does not exceed 16 hours per week for full-time or ten hours per week for part-time management recruits.

Qualifications: Masters in the subject and preferably NET/SLET qualified.

The time table is worked out to a four day week for these posts.

6.4.5   What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (Eg. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Faculty members are encouraged to pursue Ph.D and others to opt for Minor Research Projects, to attend seminars and workshops to enable them to be updated about the recent trends in research in their respective fields.. Teachers attend Orientation and Refresher Courses at the Academic Staff College of the University.

6.4.6   How do you assess the needs of the faculty development? Has the institution conducted any staff development programmes for skill up-gradation and training of the staff? If yes, give details.

The management assesses the needs of the faculty development through TAQs and feedback from parents.

The office staff has been trained in software programmes conducted by a software engineer. **The accountant attended one UGC sponsored state level workshop on Enhancement of Initiative for Competence Building for Ministerial Staff of College in Asansol Girls School in 2011.**

Staff development programmes take place every year; these help in the enrichment and personal growth of the faculty. Resource persons are called from far and wide The following Staff Development programmes have taken place in the last five years.

- A staff seminar on "Excellence in Education" was conducted by the Institute for Career Studies in March 2007 for faculty members.

- Staff development seminar on Communication and Management Skills was held in April 2008.

- A Staff Development Seminar on Seminar "Meeting the Challenges in Education in a Globalised World: Forming Students to make a Difference in Society" in September 2009

- Staff Development Seminar on "The Blueprint For Your Life" in October 2010

- Values in Education in November 2011

6.4.7 What are the facilities provided to faculty? (Well-maintained and functional office, infrastructure and other space to carry out their work effectively etc.,)

There is a well maintained and functional office, an air conditioned staff study where the teachers can do their research or correct answer scripts. A well-equipped library helps them in their research. The college has institutional membership of the British Council Library and the American Center Library. The staff members have access to the internet and many software packages in the computer laboratory. Each department has been provided with a laptop and members of the staff have access to internet through the Wi Fi system. LCD projectors, screens and laptops as well as INFLIB-NET e-resources are available to faculty.

6.5 Financial Management and Resource Mobilization

6.5.1 Does the institution get financial support from the Government? If yes, mention the grants received in the last three years under different heads. If no, give details of the sources of revenue and income generated during the last three years?

The college receives financial support from the Government.

Year	Heads	Amount
2008-2009	State Govt. Grant	
	a) Salary	12713739.00
	b) Leave Encashment (Retired Staff)	179832.00
	c) Incentive Scheme	600000.00
	UGC Grant	
	a) XI th Plan	180336.00
	b) Seminar-Englsih Dept.	75000.00
	c) CPE	2100000.00
2009-2010	State Govt. Grant	
	a) Salary	21244019.00
	UGC Grant	
	a) XI th Plan	767136.00
2010-2011	State Govt. Grant	
	a) Salary	27077096.00
	UGC Grant	
	a) XI th Plan	80000.00
	b) Additional Grant Equipment	617500.00
	c) Jubilee Centenary Building Grant	2100000.00

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last two years.

2009-2010	Donation	40000.00
	Sponsorship-Magazine	30980.00

Sponsorship-Drama		44262.00
Sponsorship-Seminar		3000.00
Sponsorship-Annual Social(Samagam)		131752.00
Sponsorship-Quiz		12500.00
2010-2011	Donation	25000.00
	Sponsorship-Magazine	11820.00
	Sponsorship-Drama	42000.00
	Sponsorship-Seminar	121800.00
	Sponsorship-Annual Social(Samagam)	156000.00
	Sponsorship-Centenary	1047541.00

6.5.3   Is there adequate budget to cover the day-to-day expenses? If no, how is the deficit met?

Yes. There is adequate budget to cover the day-to-day expenses. The budget for the following year is prepared based on the 'actuals' on the actual of income and expenditure of the current year and keeping in mind expected heads of expenditure for the following year.

6.5.4   What are the budgetary resources to fulfill the institution's mission and offer quality programmes? (Budget allocations over the past two years (provide   income expenditure statements)

The college meets its financial requirements from the Govt. of West Bengal, UGC, CPE, Tuition & other fees, Sponsors. Self-financing courses also serve for their staff remuneration. These budgetary resources fulfill the institution's mission and offer quality programmes to the pupils.

Govt. Grant Received for Salary

Year	Amount Sanctioned	Amount Received	Amount Spent
2006-2007	10464844	10464844	10464844
2007-2008	11818989	11818989	11818989
2008-2009	13493571	13493571	13493571
2009-2010	21244019	21244019	21244019
2010-2011	27077096	27077096	27077096

CPE – PHASE – I				
SL. NO.	ITEMS	AMOUNT SANCTIONED	AMOUNT RECEIVED	AMOUNT SPENT	
1	Computer Internet	1200000.00	1200000.00	1200000.00	
2	Library Automation	1000000.00	1000000.00	999889.58	110.42
3	Classroom Facilities	600000.00	600000.00	600000.00	
4	Laboratory Equipments	800000.00	800000.00	800000.00	
5	Programmes	700000.00	700000.00	697768.50	2231.50
6	Software & Maintenance	400000.00	400000.00	400000.00	
7	Books & Journals	600000.00	600000.00	600000.00	
8	Softwares	300000.00	300000.00	299928.00	72.00
9	Consumables	400000.00	400000.00	400000.00	
		6000000.00	6000000.00	5997586.08	2413.92

UGC GRANTS XITH PLAN

SI.No.	Item	Amount Sanctioned	Amount Received	Amount Spent	Amount Claimed
1)	BOOKS, JOURNALS AND/OR EQUIPMENT	180336.00	180336.00	180336.00	
2)	SEMINAR- HIST.DEPT.	54000.00	54000.00	44558	
3)	TRAVEL GRANT TO DR. RANJANA BANERJEE	38609.00	38609.00		
4)	BOOKS, JOURNALS AND OR/EQUIPMENT	180336.00	180336.00	180336.00	
5)	SEMINAR -ENG. DEPTT	75000.00	75000.00	87000.00	100000.00
6)	BOOKS, JOURNALS AND/OR EQUIPMENT	527136.00	527136.00	527136.00	
7)	PROFESSIONAL COURSES	20000.00	20000.00	------	
8)	HIGH SC/ST/OBC/M COUNSELLING CELL	120000.00 100000.00	120000.00 100000.00	77870.00 100000.00	
9)	I/C -Books & Journals I/C-Equipments	40000.00 40000.00	40000.00 40000.00	40000.00 40000.00	
10)	Jubilee Centenary Grants	2500000.00	2500000.00	-------	
11)	Additional Grant(Equipment)	617500.00	617500.00	600000.00	
12)	HIGH SC/ST/OBC/M	300000.00	300000.00	-------	
13)	COUNSELLING CELL I/C -Books & Journals I/C-Equipments	350000.00 140000.00 140000.00	350000.00 140000.00 140000.00	------- ------- -------	
14)	HR Dept. Seminar	28000.00	28000.00	28000.00	
15)	MRP	185900.00	185900.00	185900.00	
16)	Additional Grant(Equipment)	494000.00	494000.00	-------	
17)	Psychology-Kalakriti	100000.00	75000.00	75000.00	
18)	Education Seminar	92250.00	92250.00	-------	

CPE PHASE II
Eligibility of the College - Rs. 50 lacs

SL.NO.	Items	Amount Claimed (Rs. In lakhs)	Amount Sanctioned (Rs. In lakhs)	Amount Received (Rs. In lakhs)
1	Teaching UG	10.394	5.197	5.197
2	Teaching PG	4.75	2.375	2.375
3	Library	4.00	2	2
4	Internet	1.30	0.65	0.65
5	Computer	2.056	1.028	1.028
6	Faculty Improvement	1.50	0.75	0.75
7	Green Campus	6.00	3	3
8	Teaching UG+PG	10.50	5.25	5.25
9	SOFTWARE & MAINTENANCE	2.50	1.25	1.25
10	INTERNET	0.25	0.125	0.125
11	SOFTWARE	2.75	1.375	1.375
12	RESEARCH & PUBLICATION	2.00	1	1
13	EXTENSION	0.75	0.375	0.375
14	SPORTS	1.25	0.625	0.625
	TOTAL (NR)	**50**	25	25

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and the audit reports for last two years.

Yes, the accounts are audited regularly, annually and Internal and Government audit procedures are in place. The Auditor's suggestions are given due consideration. Investments are made as found appropriate. Audit Reports are available.

6.5.6 Has the institution computerized its finance management systems? If yes, give details.
The Accounting Package - Tally 9, College Fees Software is the Fees Management System. Monthly salary bills are computerized. The billing system of various expenditures and all correspondence is computerized.

6.6 Best Practices in Governance and Leadership
6.6.1 What are the significant best practices in Governance and Leadership carried out by the institution?
One of the best practices is a decentralized system where students also take part in the decision making process. This is done through the Student Council. The institution aims to empower the students to respond to the needs of the time in the best possible manner. The college takes several measures to achieve this. There are weekly Value Education classes held for all students. Students are offered enrichment classes. There are optional courses on Music, French, Spanish, Legal Awareness, Functional English, Mathematics for competitive exams, Heritage, GIS course. etc.

The Women's Studies Cell that organizes lectures and seminars related to gender studies.

The Women's Cell empowers socially and economically challenged women.

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CRITERION - VII

INNOVATIVE PRACTICES

CriterionVII : Innovative Practices

7.1 Internal Quality Assurance System

7.1.1 What mechanisms have been developed by the institution for quality assurance within the existing academic and administrative systems?

The IQAC was set up with the specific intention of maintaining quality enhancement at every level. This committee meets regularly to assess, critically reflect and take necessary measures for quality enhancement. Besides IQAC evaluative meetings are held at the departmental and management levels to ensure quality.

7.1.2 What are the functions carried out by the above mechanisms in the quality enhancement of the institution?

Each Department plans its activities and puts up the work plan for the year in the departmental room at the beginning of each academic session.

The three categories of students (General, SC/ST and OBC) are given due consideration during admissions as are differently-abled pupils. The staff and management pay special attention to their progress in college, often providing extra help if necessary.

Examinations and assignments act as indicators to ensure academic quality of the pupils.

7.1.3 What role is played by students in assuring quality of education imparted by the institution?

The college gives a lot of importance to feedback from the students .All courses have student feedback on a standardized questionnaire. These questionnaires are filled anonymously by the outgoing Third Year students and the feedback is discussed by the Principal with individual faculty members so that teachers are aware of their strengths and given the opportunity to work on their weaknesses. The students also feel free to go to a teacher or the Principal if they have any specific problems .Since Loreto College emphasizes on a holistic education, students organize all the cultural societies and extra-curricular activities which are of utmost importance in college life.

7.1.4 What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensure that the Best Practices have been internalized?

The Women's Cell provides non-formal education to underprivileged women. Dropouts are prepared for the Open School examination.**Computerization of the library was completed** using standard digital software, LIBSYS with 5-user license. 5 computers are dedicated for this purpose. Library holdings are upgraded with PC-Quest, Digit and Computer Active magazines. Interactive Learning DVD with free courseware on latest technology trends were also added for easy reference. The Library Society was formed to encourage the use and appreciation of the library as a resource centre for self-learning.The library has subscribed to **INFLIBNET, N-list** for access to e-journals. Best practices are promoted by initiating team work among students. The Department of History adapted **Heritage Studies** as the best practice.

7.1.5 In which way has the institution added value to the quality enhancement of students?

The institution strives to maintain its reputation for academic excellence while encouraging its students to do community work and social service.The institution conducts Value Education classes which play a formative role in the minds of the young students. Students are encouraged to do **social work.**

The college strives to initiate awareness about the environment and a **'green campus'.**
The NSS conducted an **AIDS Awareness Camp**.

Health camp for the economically underprivileged conducted in Chandiberia.

Students organized the sale of Tuberculosis seals; social service was done by students in old age homes in Kolkata.

> **NSS Annual Slum Camp**
> **Free eye camp conducted**
> **Health Camps undertaken**

'Go Green' – an event to encourage environmental awareness and sustainable development.
Under the **IPSL programme** (International Partnership and Service Learning and Leadership) students learn to serve the underprivileged.
Thus students are given a holistic education; this enables them not only to perform well academically but also make them responsible citizens of the country.

7.2 Inclusive practices

7.2.1   What practices have been taken up by the institution to provide access to students from the following sections of the society:

a)   Socially-backward

b)   Economically-weaker and

c)   Differently-abled

The college meets the Government criterion regarding admission of students from socially backward communities.The number of students belonging to the socially backward communities exceeds the Government stipulation. The college particularly ensures that deserving students from backward communities get every chance to pursue their education in this college.

There are also students from the economically weaker sections. Financial aid and scholarships are provided to needy students.Wholesome food is provided in the college canteen at a subsidized rate. Free hot lunch is provided to needy pupils. Differently- abled students are taken in and teachers are particularly sensitized towards their special needs. Differently-abled students are allowed to make use of the elevator which is otherwise reserved for the staff. Remedial classes are held for academically weak students who find it difficult to cope with the Calcutta University syllabus.

7.2.1 What efforts have been made by the institution to recruit 1) Staff from the disadvantaged communities?   Specify?

a)   teaching

b)   non-teaching

For Substantive teaching posts applicants are considered purely on the basis of merit. However, as a Christian Minority college, efforts are made to recruit Christians as teaching and non-teaching staff.

7.2.2   What special efforts are made to achieve gender balance amongst students and staff?

N.A

7.2.3   Has the institution done a gender audit and/or any gender related sensitizing courses for the staff/students? Give details

Although there is no gender audit students are made sensitive to gender issues in Value Education classes and in the **Legal Awareness Course**. On Women's Day each year the Women's Studies

Society organises talks on **women related issues**. Lectures are also organized periodically on **women's health and hygiene, domestic violence, women's economic independence.** For instance, Ann Lastman from Australia delivered a lecture on **pro-life issues**.

7.2.4   What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?

Special effort has been made to increase admission of tribal students in the last three years and special consideration is given to them. **Book Bank facilities** are available for socially challenged students. Special classes are taken to train them in spoken English and they are monitored by the faculty with care. In the last three years approximately 8-10% of intake of students has been from tribal/rural backgrounds. There has been an increase in this percentage from 2009 to 2010.

7.2.5   Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

From the records of scholarships/stipends granted by the institution and other the incremental academic growth of underprivileged students has been seen to have improved.

7.2.6 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?

Community service is rendered by the students in different parts of the city.
The Women's Cell provides education to underprivileged women in the locality.
The NSS (National Service Scheme) was started in the college after obtaining permission from Calcutta University. Under this scheme a free eye camp was organized in Kestopur, Kolkata. Blood Donation camps are regularly organized.

Rabindra Jayanti is celebrated every year in the college premises. In 2011 on the occasion of Tagore's 150th birthday an elaborate event was organized where almost all staff members participated. The programme also consisted of enacting a dance drama **"Valmiki Pratibha"** which was performed by **inmates of the Alipore Correctional Home**. The Human Rights Programme incorporates practical work when **students visit drug rehabilitation centres, interact with sex-workers and interview rickshaw pullers**. All this contributes to promoting a sense of social justice

and good citizenship among them. For the closing Centenary Celebrations street children from an NGO were invited to watch the cultural programmes and were given a meal.

7.3 Stakeholder relationships

7.3.1 How does the institution involve all its stakeholders in planning, implementation and evaluation of the academic programmes?

The stakeholders such as the students, parents and sponsors are invited to various cultural and academic programmes of the college like the Awards and the Investiture Ceremony, the Christmas Pageant and also the centenary celebrations. One member of the Governing Body is the parent of a current student. Parents of students can meet the management with their grievances.

7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

Loreto College has always encouraged a holistic and comprehensive approach to education and in keeping with this goal the institution has initiated interdisciplinary programmes. New courses are introduced from time to time keeping in mind the needs of the students in the changing situation. For example the **add-on course in Mathematics was introduced** keeping in mind competitive exams like CAT and GRE for which many of our students appear. The course on International Partnership and Service Learning in Leadership was introduced to attune the students to the changing needs of the time. **Spanish and Interior Designing** were introduced as new programmes. The Women's Cell students are given literacy classes and also encouraged to sell handcrafted items on Open Day.

7.3.3 What are the key factors that attract students and stakeholders, to the institution and result in stakeholder satisfaction?

The priority of the college is to see to the welfare of the students and the management takes care to ensure that the needs of the students are met in every way through a well-stocked library, well equipped laboratory for the Geography and Psychology students and a large common room. Students are encouraged to take part in extra-curricular activities through twenty vibrant societies. Sponsors and other stakeholders like parents are invited to the several cultural events held by the college. The college provides a good academic climate, excellent infrastructure, learner-centric teaching, a transparent admission policy, remedial coaching and an education that combines academic excellence with co-curricular activities. This has traditionally been a part of a Loreto education.

7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students, considering the curricular and co-curricular activities, research, community orientation and the personal/ spiritual development of the students?

The institution takes the suggestion of the stake holders in all its activities and works upon these suggestions. The Value Education and Religious Instruction classes for Christian students help in moral upliftment of the students. NSS units organize camps at various places. The Alumnae Association gives an award to a meritorious student from the General Course.

7.3.5 How do you anticipate public concerns in your current and future programme offerings and operations?

Every effort has been made by the institution to explore areas of interest outside the prescribed syllabi so that members of the academic community in the institution do not merely study various disciplines theoretically but nurture an appreciation of different cultures and become aware of contemporary social and economic problems.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive programme for the same?

The institution encourages the students to take part in social service through various societies like the NSS and the LTS. Students enrolling for the IPSL course have to do 24 hours of social service. The students have to write a report on the heritage sites of their locality. **The Geography Department had organized a lecture on HIV awareness on the student community.**

The History Department hosted the screening of "To Kill a Mockingbird" on July 17, 2010 to mark the 50th anniversary of the publication of Harper Lee's seminal work. The screening was open to all students of the college and was followed by a discussion on **'Perspectives of Difference'** by Dr Jael M. Silliman, an eminent scholar in Women's Studies and Shri Amit Dasgupta, Indian Consul General in Sydney, Australia. This was especially useful as it was conducted after the spate of atatcks on Indian students in Australia.

7.3.7 What are the institutional efforts to bring in community-orientation in its activities?

The institution has taken the initiative towards the development of a **'green campus'** and sustained community service. The college gives active encouragement to the Women's Cell which imparts education to underprivileged women. Two blood **donation drives** is conducted by the institution every year. Faculty members are encouraged to go to the **slum camps**. Students go to old age homes and an annual slum camp is held over three days. A **wool drive** takes place to help the underprivileged during the winter. There are Audio Visual Screenings for sensitization to human Rights issues. The film 'The Constant Gardener' was screened which depicted how innocent people are being killed in Africa to further corporate interests . A Japanese NGO screened a documentary film on the devastation after the atom bomb was dropped. Some faculty members, the Principal and the students undertook a trip for work to Jharkhali under Bashanti Block in Sunderbans. Hundreds of hectares of farm land in the Sunderbans have turned barren with saline water seeping into them after Cyclone Aila damaged the river embankments causing loss of life and livelihood. The students helped distribute food and clothing to the victims, submitted a report on their observations and suggested possible solutions to help the victims The institution **collaborates with the Kolkata Police and the Fire Brigade. Often doctors are brought in to speak to students on health and motivational issues**. The Social Service Society initiated the **'Joy of Giving Programme'** for the underprivileged.

7.3.8 How does your institution actively support and strengthen the neighborhood communities? How do you identify community needs and determine areas of emphasis for organizational involvement and support?

The N.S.S is actively involved in identifying community needs by networking with local communities. On the basis of their interaction they have held health camps and slum camps involving neighbouring communities whose support and involvement are required for the success of these outreach programmes. After the devastating fire at Stephens Court situated at the vicinity of the college, students and staff undertook a walk and a candlelight vigil in memory of the victims. This was organized by the NSS.

7.3.9 How do the faculty and students contribute in these activities?

Faculty and students both are actively involved in these outreach programmes. Faculty act as staff advisors to the NSS, Social Service Society and the LTS; they help chart out the plans of action.

7.3.10 Describe how your institution determines student satisfaction, relative to academic benchmarks? Do you update the approach in view of the current and future educational needs and challenges?

Outgoing third year students are required to fill in a detailed evaluative questionnaire as a part of the teaching assessment. Another faculty member completed a course on 'e-Learning' organized by Jadavpur University since it would be required for future educational needs. Educational trips are organized for students. The institution continuously updates and includes new teaching methods with the use of ICT and modern teaching aids.

7.3.10 How do you build relationships?
➢ to attract and retain students
➢ to enhance students performance and
➢ to meet their expectations of learning

All kinds of facilities are provided to the students like a well-equipped library, good laboratories for students of the Geography and Psychology Departments large and airy classrooms, common room with gym equipment, table tennis and carom tables. Students are taken on educational excursions to enable them to have a better understanding of the subject.Students are given regular tutorials and are encouraged to use the well-stocked library. **Student-centric teaching** methods have resulted in excellent academic results over the past years. Seminars are held regularly which give the students exposure to the latest research trends.Gifted students are given awards to encourage them to perform well academically. Co-curricular activities are actively encouraged in this institution. The institution encourages students to be computer literate and capable of operating computers in day to day life and in their respective fields of work. Updated courses are offered at nominal rates. The faculty members continuously update themselves for the classes. They attend seminars both within and outside the college so that they can be acquainted with cutting edge research.

7.3.11. What is your complaint management process? How do you ensure that these complaints are resolved promptly and effectively? How are complaints aggregated and analyzed for use in the improvement of the organization, and for better stakeholder-relationship and satisfaction?

Besides the Grievance Redressal Cell a suggestion box is provided where students can drop their complaints or submit an application. One complaint from them was received and this redressed.

Re-accreditation:

It was recommended by the previous NAAC team that the computerization of the library needed to be completed soon. They further suggested the weeding out of old editions. The college has worked on that and the library is fully computerized. Old editions have been taken out and replaced by new text and reference books. Another recommendation made was the addition of enrichment courses suited to girl students. Interior Designing Course and Spanish were introduced for this purpose.

EVALUATIVE REPORT OF THE DEPARTMENTS

PART II

C. Evaluative Reports of the Departments

PROFILE OF THE PRINCIPAL

Name: Dr. (Sr.) Christine Coutinho

Date of Birth: 10.03.1960

Father's Name: Mr. Joseph Patrick Coutinho

Nationality: Indian

Educational Qualifications:

Name of Board	Year of Passing	Division
Maharashtra State Board of Secondary Education	1975	I
Maharashtra State Board of Secondary and Higher Secondary Education	1977	II
University of Bombay (B.Sc)	1980	I
University of Bombay (M.Sc)	1982	I
University of Bombay (Ph.D)	1991	
IGNOU (B.Ed)	2009	I

Ph. D. Thesis

The Study of Feasibility of Secondary Sewage Effluent in the Pisciculture of Freshwater Edible Fish, *Cyprinus carpio* and *Sarotherodon mossambica, (1991).*

Additional Qualifications :

Recognized P. G. Teacher of the University of Mumbai (1988)

Teaching and Job Experience

Temporary Lecturer in Biology, Ramnarain Ruia College, Bombay 1983 – 1986
Full time Lecturer in Zoology, St. Xavier's College   1986 – 1993
Principal, Loreto College, Darjeeling   2001 – 2002
J.P.I.C. Co-ordinator   2004 – 2008
Teaching, Co-ordinator, Loreto Convent Intermediate College

Lucknow	2007 – 2008
Vice Principal, Loreto College, Kolkata	2008 – 2009
Principal, Loreto College, Kolkata	2009 till date

Courses / Workshops / Seminars :	*Year*
C.M.L.T. at Haffkine Institute, Mumbai	1982
Orientation Programme for College Teachers, Academic Staff College, University of Mumbai	1988
Workshop on Syllabus in Zoology	1989 – 90
Naturopathy and Homeopathy (Xavier Institute of Communications)	1990
Workshop on S.Y.B.Sc. Syllabus	1990
Certificate Course in Theology, (Vidyajyoti, Delhi)	1998 - 99
Lectures on Nine decades of Global Perspectives on Gandhi from Doke to Dalton	1998
Education in the Third Millennium (Wardha)	1999
Eastern Region Workshop on Child Labour , (Kolkata)	2002
State Level Workshop of College Principals, (Midnapur)	2002
JPIC and Education, Loyola, Spain	2004
World Social Forum, Nairobi, Kenya	2007
Xavier Board of Higher Education Convention (Guwahati)	2008
National Conference on Academic Staff Development; Strengthening Institutional Links, Christ University(Bangalore)	2009
National Seminar on Millennium Development Goals & JPIC(Lucknow)	2009
'From Charity to Justice' – Mary Ward Development Seminar (Kolkata)	2010
'Untrodden Paths to Excellence in Higher Education' Xavier Board of Higher Education (Kochi)	2010

Peace Initiatives: 'Counselling for Peace–building' (Kolkata)	2010
'Green Campus' United Board (Kolkata)	2010
Abuse in Higher Education - a workshop by Helen O'Riorden	2011
'Values in Higher Education' Staff Development Seminar	2011
UGC Sponsored National Seminar by the B.Ed. Department of St. Xavier's College	2011

Guided four Undergraduate 'Honours Programme' Research Projects (St. Xavier's College, Mumbai)

Project Title	*Year*
1. A Toxicity Study of Sewage Sludges on Freshwater Edible Fish, *Cirrhina mrigala.* (Research paper published in Bulletin of Environmental Contamination and Toxicology)	1988
2. Intensive Culture Trials of *Cirrhina mrigala* Using Sewage Sludges as Food	1990
3. An Ecological Survey of Masunda Lake, Thane	1991
4. Effects of Activated Sludge on *Wistar* Rats. (Research paper published in Ecotoxicological Environmental Safety)	1993

A Life Member of Indian Association for Water Pollution Control (IAWPC) since 1986

Published Articles :

1. Toxic Effects of Sewage Sludges on Freshwater Edible Fish *Cirrhina mrigala.* Bulletin of Environmental Contamination and toxicology *56:*467-474 (1996). Springer – Verlag New York Inc.

2. A Study of Toxic Effects of Heavy Metal Contaminants from Sludge-Supplemented Diets of Male *Wistar* Rats. Ecotoxicological Environmental Safety 42:163-170 (1999). Academic Press.

3. Selected Oxidative Enzymes and Histopathological Changes in the Gills of *Cyprinus carpio* and *Oreochromus mossambicus* Cultured in Secondary Sewage Effluent. (From Ph. D. Thesis)

Water Research Vol. 34, No. 11:2997-3004 (2000)
Elsevier Science Ltd.

Paper Presentations :

1. *Pollution related Illness with special reference to the Bhopal Gas Tragedy*
   WWF Jan 1986

2. *Utilization of Sewage Effluent for Pisciculture*
   Scientific paper presented at a National Seminar: 'Pollution, its Control
   and Disaster Planning' held at Birla College, Kalyan, Maharashtra
   (January 1987)

3. *Use of Domestic Sewage Effluent in Pisciculture- A Toxicological Aspect*
   Scientific paper presented in a Conference of 'The Association of the
   Jesuits in Science, India' – The Environment:: its Preservation and
   Amelioration (April 1990)

4. *Reading the Signs of the Times*
   Paper based on the Eco-spirituality of the Himalayan Region presented at
   a University Grants Commission Seminar held at Loreto College,
   Darjeeling: 'Perspectives of Development and Environment of the
   Himalayan Region with a Focus on Techniques in Geography in the
   Millennium' (March 2002).

5. *Awareness, Action and Planning of JPIC activities in Loreto College over
   2008-2009* presented at National Seminar on Millennium Development
   Goals and JPIC, Lucknow (November 2009).

Interests :

Reading, research, tatting, lace making and listening to music.

DEPARTMENT OF BENGALI

Faculty profile:

Mrs. Amrita Dasgupta   M.A.

Mrs. A. Dasgupta registered for Ph.D on May'2010 in Department of Bengali, Jadavpur University. Ph.D course work started from June 2010. The faculty member presented a paper on 'Rabindranather Gaan Eebong Bangla Cholochitro' in December 2010, in the Department.

Evaluative Report of the Department

The curriculum was revised in 2010 by the University of Calcutta.The success rate is 100% while the dropout rate is about 1.5 %.Bengali is offered as an elective subject in the college. The department has bought many cassettes of drama (Tagore); special classes are taken with the 1st Year students with the use of an audio system to discuss and help understand the difference between the history of eighteenth and nineteenth century drama. Students and teachers make use of the General Library and have free access to the Internet during college hours both in the computer laboratory and the library. Audio-Visual aids are used to enrich the learning process. Short story writing competitions take place regularly to improve the writing skills of the students and to encourage them to read more short stories of Tagore. The best three stories are awarded, and later published in the college magazine. Educational tours take place every year where students are taken by the faculty to historical places. The students thoroughly enjoy the tour, which help them understand the history of old Kolkata, and also give them a glimpse of the lives of Rabindranath Tagore, Debendranath Tagore, Rajkrishna Mullick, Swami Vivekananda etc. These tours help them study the history of literature. After they come back, they write a report about the tour. The documentation is attached to the departmental record book.

Use of Wall Magazine: The department had a wall magazine on 'Upendrakishore-Sukumar-Satyajit Roy' and 'Chhotoder Bangle ChhoraarAka'. It was done by the 1st year and 2nd year Elective students. The whole process helped them understand the topic very clearly, encouraged their creativity and increased their interest about the subject. There is a trained college counsellor; however, the students can always come to the teacher if they have any problems.

The Department would like to organize an UGC sponsored inter disciplinary seminar along with Hindi & Film studies department for the students. The department would like to undertake more educational excursions.

DEPARTMENT OF COMMUNICATIVE ENGLISH

Faculty profile:

Mrs. Rumjhum Pandit	M.A. B.Ed., ELT
Mrs. Mangala G. Chakraborty	M.A. PGCTE
Dr. Sumita Banerjee	M.A Ph.D, B.Ed
Mrs. Hena Ahmed	M.Sc, B.Ed, M.Ed
Mrs. Rupa Ghosh	M.Sc. B.Ed, M.Ed

Evaluative Report of the Department

Admissions take place on the basis of merit where marks of the qualifying examination are considered along with a study of the school reports. The college is affiliated to the University of Calcutta which revised the syllabus in 2009. The success rate is 100%, whereas the dropout rate is about 1% .Students and teachers make use of the General library. Faculty and students make use of free internet facilities in the computers laboratory and library. There are regular Power Point presentations by faculty members to enhance the teaching process. Students are also encouraged to make PowerPoint presentations to help them have a better grasp of the subject.

The college has a trained counsellor but students go to the teachers if they want specific grievances to be redressed by the teacher. A faculty member attended the UGC Sponsored Orientation Programme from July 6 to August 1, 2009 at the Academic Staff College; University of Calcutta. A faculty member attended the U.G.C. Refresher Course in November-December 2010 at the University of Calcutta.

A teacher enrolled for an e-course in Critical Thinking from University of Oregon, U.S.A from October 11-December 5, 2009. A faculty member participated in the B.C.L. Creative Writing Trainer's Workshop in Chennai from 3rd November to 7th November, 2009.

Two students have been shortlisted for interview by Google Services.

The Department plans to bring in more guest lecturers and encourage the faculty to present more papers at national and international seminars

DEPARTMENT OF COMPUTER APPLICATIONS

Faculty profile:

Ms. Chandrani Sengupta   M.C.A. PGCACS

Ms. Swati Chatterjee   M.B.A, PGDCA

Ms. Amrita Sarkar   M.Sc, Comp. Sc

Evaluative Report of the Department

The University of Calcutta to which the department is affiliated has not make any modifications in the syllabus in the last two years. The success rate was about 98 % in the last two years and the dropout rate is about 1.5%. Students and teachers make use of the college library. Library holding was upgraded with PC-Quest, Digit and Computer Active magazines. Students also have access to interactive learning DVD s with free courseware on latest technology trends for their research. Students use the latest software for their term paper projects. New instructional techniques have been adopted like the use of the projector, laptop and other devices in curricular transaction. Apart from regular computer classes, students are encouraged to spend their free time on the computer to learn and practice, under the guidance of the lecturers. There was a lecture on 'Software Engineering' by Mr. Manas Ghosh on December 2, 2009 at Loreto College, Kolkata.

Future Plans: With Wi-Fi technology being introduced in the college, the department would like to organise a training programme 'E-Suraksha: Learn and Experience to Safeguard Data and Network' for students and teachers. The faculty members will organise lectures on Multimedia and Animation and also on ICT and 'Trends and Challenges in a Globalised World' for students.

DEPARTMENT OF ECONOMICS

Faculty profile:

Mrs. Suranjana Mitra	M.Sc. B.Ed
Mrs. Rupa Ghosh	M.Sc. B.Ed, M.Ed

Evaluative Report of the Department

The college is affiliated to the University of Calcutta which revised the syllabus in 2010. Faculty members attended the workshop which was held prior to the revision of syllabus. The success rate of students is 100%. The dropout rate is between 1 & 2%. Students make use of the general library. Students and teachers have free access to the internet both in the computer laboratory and the library. There are regular PowerPoint presentations by faculty members to enhance the teaching process. Students are also encouraged to make PowerPoint presentations to help them have a better grasp of the subject. Professional and personal counselling is available to the students they sometimes come to the teachers with their problem.

Mrs. S Mitra attended a Refresher Course in Jadavpur University from February 15 to 8 March, 2011. Mrs. S Mitra registered for her Ph.D. in Jadavpur University in 2010. A faculty member published an article 'Micro Finance—The Role of Cooperative Banks in Hooghly, W.B' published in 'Artha Beekshan,' June 2009 vol-18, no.1, a Journal of Bengal Economic Association. An article titled 'Determinants Influencing a Rural Household's Preference to Join Individual Liability or Joint Liability Micro Credit Contract Operated by Primary Agricultural Credit Society' was published in 'the Microfinance Review'Volume1 (1), July-December 2009. S. Mitra published an article titled 'Group Lending Scheme Operating through Primary Agricultural Credit Society: A Critical Assessment' in 'the IUP Journal of Managerial Economics', Vol. VIII No. 3, August 2010.

Future Plans: Buying more books and journals, if possible e-journals. Organise a seminar or workshop on Development Economics. Start an Honours course in Economics.

DEPARTMENT OF EDUCATION

Faculty profile:

Mrs.Veena Poddar   M.A, B.Ed

Dr. Ranjana Banerjee   M.A., B.Ed, M.Ed, M.Phil, Ph.D

Dr. Neeta Dang   M.A., B.Ed, Ph.D

Dr. Debika Guha   M.A. B.Ed, Ph.D

Dr. Ranjita Dawn   M.A M.Phil, Ph.D

Mrs. Archita Roy Biswas   M.A., B.Ed

Evaluative Report of the Department

Students applying for Education Honours have to secure at least 60 % in the aggregate. The candidate needs to have one of the following subjects at the higher secondary level-Education/ Psychology/Philosophy/Mathematics/Sociology/Economics/Political Science/History. The college is affiliated to the University of Calcutta which revised the syllabus in 2010.The Department has a 100 % success rate and the dropout rate is about 1.5%.Students and teachers make use both of the General library and Departmental Seminar Library. Faculty and students make use of internet facilities in the computers lab and library. The students have access to printers and scanners in the computer laboratory. There are regular PowerPoint presentations by the teachers which supplement classroom teaching. The department also nurtures the habit of extensive and intensive knowledge acquisition along with Technical know-how with multiple technical supports. The college has a trained counsellor; however, some students come to the teachers if they have problems who try to redress the grievances of the students.

Dr. Debika Guha attended a Refresher Course in 2009 and Dr.Ranjita Dawn attended an Orientation Programme in the same year. Ms. Archita Roy Biswas attended an Orientation Programme in 2010. Mrs. V. Poddar submitted her Ph.D. thesis on 27.01.11. Dr. Ranjana Banerjee published an article on 'Empowerment of Women - A Practical Experience', published by Vetri Education, Vol 6, No.I, Pondicherry, 2010. There was a guest lecture by the members of the Blind Persons' Association on the 'Role of Blind Persons' Association in the field of Education of the Sightless" on 14.08.09.

Dr. Sushmita Dutta Choudhury delivered a lecture on 'Learning to Be' on 27.11.09. The lecture was attended by B.Ed. students as well. A Power Point demonstration by Ms. Charlotte Simpson Veigas

on 'Information and Communication Technology as an Educational Resource' was held on 03.02.10.The Faculty organized a guest lecture in collaboration with the B.Ed. Department by Dr. Rama Dutta on 'Social Work and Education' on 03.09.10.Dr. H.N. Gupta delivered a lecture on 'The Present Global Scenario and its Impact on Society, viz. Students and Jobseekers' on 04.02.11.

A Guest lecture by Dr. Rama Dutta was organized jointly by the B.Ed. and Education Departments. Career counselling is provided by the college. The HRD sections from different industry conduct campus visits.

Future Plans: The Department hopes to subscribe to foreign publications especially in the field of Psychology and Evaluation to bring into classroom recent paradigms in this area. The Department intends to hold an inter-collegiate seminar. Publications of articles in national journals by faculty and students will be encouraged. The Department will subscribe to more foreign books and journals. The Department plans to organize workshops and Guest lectures by eminent Resource Persons for the faculty members and students.

DEPARTMENT OF ENGLISH

Faculty profile:

Dr. Mridula Kapoor	M.A. M.Phil, Ph.D
Dr. Aditi Das Gupta	M.A., Ph.D
Mrs. Mangala G. Chakrabarty	M.A, PGCTE
Dr. Sumita Banerjee	M.A. Ph. D,
Dr. Sukanya Dasgupta	M.A. Ph. D
Ms. Rimi Nandy	M.A.

Evaluative Report of the Department

Candidates applying for English Honours have to secure at least 75 % in the subject and 60% in the aggregate. Students desiring to take admission are required to sit for an admission test.

The college is affiliated to the University of Calcutta which revised the syllabus in 2010. Several faculty members attended the workshop which was held prior to the revision of syllabus. The department has a 100 % success rate with several students getting a first class and the dropout rate is about 1%. Students and teachers make use both of the General library and Departmental Seminar library. Faculty and students have free access to computers with internet facilities in the computer laboratory and library. There are regular PowerPoint presentations by faculty members to help the students get a better grasp of the topic taught. Students are encouraged to present papers in national and international seminars. There is a college counsellor; however, students sometimes come to their teachers if they have a specific grievance. Each teacher mentors a small tutorial group who can share their problems with the teacher. Dr. Sukanya Dagupta attended a Refresher Course in the University of Calcutta in March 2010.All faculty members teach in post-graduate courses in other colleges.

Publications in international journals-

Dr. Sukanya Dasgupta published two articles:

1. 'Of polish'd pillars, or a roofe of gold': Authority and Affluence in the English Country-House Poem" in Contested Spaces of Nobility in Early Modern Europe, ed. Matthew P. Romaniello and Charles Lipp. Ashgate, Surrey, U.K. and Burlington, VT, U.S.A. 2011.(article in book)

2. "Drayton's 'Silent Spring': Poly-Olbion and the Politics of Landscape", The Cambridge Quarterly, Vol. 39, No. 2, June 2010. (Journal article)

Other Publications:

The Word and the World. Eds. Sukanya Dasgupta and Mangala G. Chakraborty, Loreto College and Earthcare Books, Kolkata, 2009 (edited book)

"United in Christ – Divided in Speech: Gender in St. Paul's Epistles in The Word and the World. Eds. Sukanya Dasgupta and Mangala G. Chakraborty, Loreto College and Earthcare Books, Kolkata, 2009.(article in book)

 "Edward II Revisited in Elizabethan and Stuart England" in Essays and Studies, Journal of the Dept. of English, Jadavpur University, Vol 22, September 2008(journal)

"Drayton's Poetic Personae" in *Literary Spectrums*, ed. P. Mukhopadhya, Sarup and Sons, New Delhi, 2007(article in book)

Aditi Das Gupta, "Artist and Society in the 19th century", *Romanticism and its Legacies*, ed. R.GuhaNiyogi, Basanti Devi College, Kolkata, 2010

Seventeen students had been shortlisted for interview by Google Services.

Future Plans: The department plans to organize a series of lectures/ workshops under the on-going Literature and the other Arts programme, extra mural lectures to supplement critical lacunae in the Calcutta University syllabus. The department plans to commence a post- graduate course for students in July 2012.Guest lectures are to be arranged, language and theatre workshops are to be organized. The department is committed to publish its academic peer-reviewed journal 'Critical Imprint' in 2012.

DEPARTMENT OF FILM STUDIES

Faculty profile:

Mrs. Sumana Chandra   M.A

Evaluative Report of the Department

The University of Calcutta modified the syllabus in 2009. The success rate of the students is 100% while the dropout rate is about 1.5%. Students and teachers make use of the General library. Films are regularly shown to the students to acquaint them with the intricacies of film making. There are regular PowerPoint presentations by the faculty member to enhance the teaching process. Students are also encouraged to make PowerPoint presentations to help them have a better grasp of the subject. A few students worked on a corporate film which was aired from the month of March 2006.The students used the movie camera to make a short fictional film with a social message, having first acquired the theoretical knowledge of professional cinematography. The college has a trained counselor; however, students feel free to come to the teacher if they feel the need to do so. The teacher helped in framing the Film Studies syllabus of the West Bengal State University, Barasat. A 5-day intensive Still Photography Course was organized with one day exclusive field-work between the 19th & 27th November 2009, conducted by Mr. Sujit Ghosh & Mr. Suvadyuti Mazumdar. This greatly benefitted the students who were made aware of the intricacies of photography.

The faculty member published an article "Romancing the Guru-cool" – probing the need for a mentor in 21st century educational systems as seen in contemporary cinema with ref. to its predecessors in European Cinema - published in LOOK EAST, 2010 issue (ISSN NO. 2231-0029)

The department plans to update the library and expose students to filming in newer areas.

DEPARTMENT OF GEOGRAPHY

Faculty profile:

Mrs. Sharmila Ray Kumam	M.Sc., M.Phil.
Mrs. Sabiha Sethwala	M.Sc., B.Ed.
Mrs. Soma Ganguly	M.A. B.Ed.
Dr. Sushma Sahai,	M.A Ph.D.
Ms. Ricci Chatterjee	M.Sc
Mrs. Kaustava Banerjee	M.Sc. B.Ed
Ms. Alpana Goswami	M.A.

Evaluative Report of the Department

Students desiring to take admission are required to sit for a test and the shortlisted candidates are called for an interview. Candidates desiring to take admission in the Geography Honours course have to secure at least 60% at the higher secondary level. The college is affiliated to the University of Calcutta which revised the syllabus in 2010. Some faculty members attended the workshop which was held prior to the revision of syllabus.The success rate is 100 %while the dropout rate is about 1%. Students and teachers make use of the General library and Departmental Seminar library. There is also a book bank for needy students. Faculty and students make use of internet facilities in the computers lab and library.The goal of the department is to achieve excellence keeping in mind that the students are attuned to the social needs of the day and must emerge as sensitive citizens. In addition, ecological and environmental awareness is awakened in the students. In order to achieve this each year students are taken for field study to areas of geographical significance. The Geography Department of Loreto College in 2009-10 began the new term with the Bridge Course for the 1st Year students (both Honours and General) to enable the students to academically adjust to the subject at college. Here mathematics, trigonometry, chemistry, geology, introduction to the various types of maps, and census and administrative data is taught. Government offices, commercial organizations were visited by the students to collect secondary data while door-to-door survey was carried out for

primary data collection. All these activities helped the students gain useful experience of different physical environment and socio-cultural commodities. Additional Geographical Information Systems software was installed on 28.07.08 in order to facilitate the practical course offered to the Third Year Honours students. Though there is a trained college counselor, students sometimes go to the faculty members with their problems. A Ph.D degree was conferred on one faculty members Sushma Sahai for completion of research on 'Hospital Waste Management in Calcutta Metropolis- An Appraisal'. A Workshop on Remote Sensing, Photogrammetry and GIS was held for school teachers of Kolkata by the faculty members of the department on the 30th -31st July 2009 to help teachers upgrade themselves according to the new school syllabus. The department has this outreach programme every alternate year to help school teachers of Geography upgrade with the modern trends and techniques of geography.

An International seminar was held on 14th December, 2010 on "Socio-economic Applications of Remote Sensing" by Prof. Paul. C. Sutton. On 15th December students of Second Year Honours presented their papers on "Ozone Layer", "Volcanoes", "Urban Sprawl into the Wetlands of Kolkata". There was a lecture by Craig Wilson from the Dept of school of Built Environment, University of Northumbria , UK on August 17th, 2011 on 'The evolution of Urbanism in the UK: Sustainable Response to Post Industrial Landscape with Comparisons with Kolkata'. An alumnus of the Geography Department, Small Oberoi, a graduate from Tata Institute of Social science and employed by the London Borough Council in Department of Child Health Services delivered a lecture on "Methods and Importance of Field Work in Social Science".

Dr. S. Sahai presented a paper titled 'Remote Sensing and GIS-Shaping the Future of Resource Management' in UGC sponsored National Seminar organized by University of Calcutta.

Miss Ricci Chatterjee presented a paper on "Eco-tourism Economics: A Comparative Study of India and Egypt" in a UGC sponsored National seminar organized by the University of Calcutta.

DEPARTMENT OF HINDI

Faculty profile:

Dr. Rakhi Roy Halder   M.A. M.Phil, B.Ed, Ph.D.

Evaluative Report of the Department

Calcutta University to which the college is affiliated changed the syllabus in 2010.The department has a success rate of 100% while the dropout rate is about 1%. Students and teachers make use of the General library and have free internet access in the computer laboratory and the library during college hours. Students are encouraged to put up wall magazines. The presentation of a Wall Magazines included one on 'Badalte Najariye'. Though there is a trained college counsellor, students can come to the teacher with their problems. The department organized a seminar on 'Premchand Ki Kahaniyon Mein Samajik Chetna' on 31st July 2010. Dr. Shambhunath (Professor of Calcutta University), Dr. Geeta Dubey (Professor of Scottish Church   College), Mamta Pandey (Sahaj) were the guest speakers of the seminar. Hindi Diwas was organized by the department on 14th Sept 2010. On this occasion Ashu Bhashan, Kavya Abritti, Vad Vivad competitions were organized. Dr. Shambhunath, Dr. Itu Singh, Dr. Rajesh Mishra were the   judges for these events. The department organized a lecture by Sadhna Jha (Lecturer St. Xavier's College) on 'Premchandaurunka Gaban' on 13th Dec 2010 for 2nd year Elective Hindi students

DEPARTMENT OF HISTORY

Faculty profile:

Dr. Suparna Ghosh	M.A. B.Ed ,Ph.D
Ms. Anuradha Chatterji	M.A. M.Sc
Mrs. Anindita Bandyopadhyay	M.A. M.Phil.B.Ed
Ms. Srijita Chakravarty	M.A.
Mrs. Krishnokoli Hazra	M.A. B.Ed

Evaluative Report of the Department

Students desiring to take admission are required to sit for a test followed by an interview. Three faculty members attended the workshop which was held prior to the revision of the syllabus in 2010.The department has a 100% cent success rate while the dropout rate is about 1%.Students and teachers make use both of the General library and Departmental Seminar library. There is also a book bank for needy students. There are regular PowerPoint presentations by faculty members to enhance the teaching process. Students are also encouraged to make PowerPoint presentations to help them have a better grasp of the subject. Educational excursions with out-going Third Year students have been framed to foster interest in local history & heritage. Mrs. Suparna Ghosh attended a Refresher Course at Calcutta University from 28.02.2010.-17.02.10. Mrs. Krishnakoli Hazra attended an Orientation Programme at Calcutta University from 01.03.10-27.03.10.Ms. Srijita Chakravarty attended an Orientation Course at Calcutta University in July 2010 and also presented a paper at the University of Wisconsin, Madison, USA. Mrs. Anindita Bandyopadhyay& Mrs. Krishnokoli Hazra have registered for Ph.Ds. at University of Calcutta. Ms. Srijita Chakravarty has registered for her Ph.D at Jadavpur University.

The History Department has developed national and international linkages with premier institutions such as INTACH, Victoria Memorial, Kolkata, AusHeritage& Centre for Contemporary Communication in connection with Heritage-linked events."Amazing Thailand" an international awareness programme, was jointly organized by the History Department & the History Society,

Loreto College, Kolkata.　　　The History Department held a Self-financing Certificate Course for students of Loreto College on "Environmental Heritage" with the encouragement of INTACH. The course was open to students of all disciplines. A Public Discussion was organized on 17.03.2011 in collaboration with INTACH and AusHeritage, on 'Heritage & Conservation: Awareness, Action, and Accountability'. The History Department hosted the screening of 'To Kill a Mockingbird' on 17.07.2010 to mark the 50th anniversary of the publication of Harper Lee's seminal work. The screening was open to all students of the college and was followed by a discussion on 'Perspectives of Difference' led by Dr. Jael Silliman, an eminent scholar in Women's Studies and Shri. Amit Dasgupta, Indian Consul General at Sydney, Australia.　There were a series of Lectures for History Dept. students on 'Ancient Economic History with special emphasis on Land Grants & Trade' by Dr. Suchandra Ghosh, Head, Department of Ancient Indian History & Culture, Calcutta University, November 10, 2009, and 'Medieval Mughal Economy' by Prof Shireen Maswood, Department of History, Calcutta University, November 16, 2009. A Lecture was delivered on "Colonial Impact on Indian Economy" by Dr. Sanjukta Dasgupta, Department of History, Calcutta University, December 12, 2009.A two day event was organised to mark the Australia-India Heritage Week in January 2010 in Kolkata, in collaboration with INTACH and AUS-HERITAGE. The Inauguration & Two Public Lectures were held in Loreto College on January 12 & 13, 2010. Seminar on "Sports, Nation, Identity in South Asia", Department of History, Loreto College, Kolkata, March 6, 2010. Presentations were made by six First Year History Honours students on "Indigenous Sports of India" while a paper was presented by the Convenor, Dr. Suparna Ghosh.

Dr. Suparna Ghosh has published the following articles.

'Women and Sports: A Process of Emotional and Cultural Integration?" Asia Journal, Maulana Abul Kalam Azad Institute of Asian Studies, Kolkata. 2010. 'Physical Education in the Curriculum: Case Study of Bethune College, 1920-1980', International Journal of Sports, Routledge, London, 2009. Dr. Suparna Ghosh has submitted two articles for publication: 'Khelar Jagate Banglar Musalman Meyera' Proceedings of Paschim Banga Itihas Sansad, 2011.

'Women of Bengal in Sports in the Post-Colonial Period', Women in Public Life in the Post-Colonial Period, CORPUS, 2011.

Future Plans: The Department plans to hold a workshop for school students to popularize History, publish an Online Student Journal, hold a panel discussion on 'Historical Representations in Music & Dance' and publish the proceedings of the last seminar.

DEPARTMENT OF HUMAN RIGHTS

Faculty profile:

Ms. Smita Chakraburtty   M.A.

Evaluative Report of the Department

The college played a leading role in framing the syllabus since this was the first college to incorporate Human Rights as a part of the curriculum. Success rate is 100% while the dropout rate is 1%. The students make use of the college library and also free internet facilities available during college hours. Students make use of computer-aided instruction and e-learning to collect latest statistical information from the Internet and incorporate them in analysis. There are regular PowerPoint presentations by faculty members to enhance the teaching process. Students are also encouraged to make PowerPoint presentations. Audio visual screenings take place regularly to sensitize students to human rights issues. Students sometimes come to the teacher for academic counselling. The department has developed linkages with various organizations like the National University of Juridical Sciences. On 26th Nov'09, G. Balakrish Nair, Ph.D., F.N.A., F.A.Sc, F.T.W.A.S., Foreign Associate of U.S. National Academy of Science, Director – N.I.C.E.D. delivered a lecture to students of the Department on "Diarrhoeal Diseases : A Public Health Challenge". The lecture was attended by students and faculty members of other departments of the College also. At a Symposium on December 9, 2009 at the College auditorium, Justice U.C. Banerjee (Former Judge Supreme Court of India), Dr. A. K. Samanta (Former Director General of Police and author of widely acclaimed books on terrorism). Mr Harsh Poddar (Alumnus of NUJS Kolkata and qualified in international Criminal Law from Oxford) spoke on 'Future of Human Rights'. This was followed by a debate on 'Capital Punishment should be abolished in India'. The Debate was judged by Mr Harsh Poddar.

To celebrate International Human Rights Day Mariya Salim,a dynamic human rights activist conducted a workshop on 'Inculcation of Culture of Peace Amongst the Youth' on 20th August 2009 at Loreto College. First Year Students of the Department participated at Human Rights Convention at NUJS on 8th and 9th August 2009. The convention was organized by Human Rights Law Network (HRLN).

DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

Faculty profile:

Ms. Marshaneil D'Rozario   M.A.

Evaluative Report of the Department

The University of Calcutta to which the college is affiliated modified the syllabus in 2010.The department has a 100% success rate with many students securing a first clas while the dropout rate is about 1.5%.

Students and teachers make use of the General Library and the internet facilities provided by the college. Students are regularly taken to workshops and seminars. Class and home assignments are set for students to help them develop communication skills and self- confidence. Discussion of newspaper and magazine articles are encouraged to make students aware of current issues. Although there is a college counsellor students come to the teacher with their problems especially with academics and through regular tutorials the teacher counsels the students. The teacher regularly attends workshops on media studies to keep abreast of the latest developments in the field. Learner-centered teaching to empower students to express their needs.

Students are encouraged to be articulate and assertive through group discussions, interactions with peers, paper presentation.

DEPARTMENT OF POLITICAL SCIENCE

Faculty profile:

Dr. Sujata Choudhury	M.A., Ph.D
Mrs. SharmilaMitra Deb	M.A. M.Phil. B.ED
Ms. Sreeparna Dasgupta,	M.A
Ms. Sayoni Choudhury	M.A. M.Phil.
Ms. Gargi Adhikari	M.A.

Evaluative Report of the Department

Admissions take place on the basis of merit and marks of the qualifying examination are considered along with a study of the school reports. The college is affiliated to the University of Calcutta which revised the syllabus in 2010. Faculty members attended the meetings which were held both before and after the revision of the syllabus. The success rate of students in 100% while the dropout rate is between 1 and 2 %. Students and teachers make use both of the General library and Departmental Seminar library. There is also a book bank for needy students. Faculty and students make use of internet facilities in the computers lab and library. There are regular PowerPoint presentations by faculty members to enhance the teaching process. Students are also encouraged to make PowerPoint presentations to help them have a better grasp of the subject.

Students come to the faculty members in case of problems. Miss Sayoni Choudhuri submitted her M.Phil dissertation on "Women and Empowerment in West Bengal at the Level of Local Government" in 2009 in Calcutta University. Ms. Sharmila Mitra Deb, edited a book "Indian Democracy: Problems and Prospects" (Anthem Press, 2009). A lecture was presented by Dr. Nivedita Bagchi, Assistant Professor, Millersville University, USA, on 'Barrack Obama and the Constraints of American Political System' on January 13, 2010.Organized departmental Seminar on "Anti-systemic Movements: Debating New Social Movements in India since the 1970s" on February 2, 2010.A Guest Speaker Dr. Alok Chattopadhyay delivered a Lecture on "Impact of Globalization on Culture and Cinema" on September 10, 2010. There was an Inter-Year Article Review on the theme "Democracy, Development and Displacement" on January 28, 2011. A Panel Discussion was held on

"Political Corruption and Governance in India" to commemorate 30 years of the Department of Political Science on February 07, 2011. A Political Science Journal is published every year.

DEPARTMENT OF PSYCHOLOGY

Faculty profile:

Dr. Rajkumari Basu   M.A. Ph.D.

Mrs. Ratna Bhattacharya   M.Sc. M.Phil.B.Ed.

Dr. Sayantani Chatterjee   M.Sc., Ph.D.

Mrs. Dinaz Jeejeeboy   M.Sc., M.Phil.

Evaluative Report of the Department

Students applying for the honours course have to get a minimum of 60% in the subject and have to have either Psychology or Pure Science at the Higher Secondary level. The college is affiliated to the University of Calcutta which revised the syllabus in 2010. Faculty members attended the workshop which was held prior to the revision of syllabus. The department has a 100% success rate while the dropout rate is between 1& 2 %.Students and teachers make use of the General library. The Departmental Seminar library was established within the Department in addition to the Central Library of the college. Faculty and students make use of internet facilities in the computer laboratory and library. There are regular PowerPoint presentations by faculty members to enhance the teaching process. Students are also encouraged to make PowerPoint presentations to help them have a better grasp of the subject. The college has a trained counsellor but faculty members provide academic counselling to the students if required. The department collaborates with the Rotary Club and offer and organized *Kalakriti* where differently-abled children were given a platform to take part in various cultural activities. Resource persons from different NGOs are invited to talk about the various therapies for differently-abled children. A seminar was conducted on Graphology in 2009-10.

Future Plans: Enhancement of student potential through seminars and presentations. To update students and teachers with revised curriculum, University of Calcutta. Guest lecturers, exhibitions, seminars to give better understanding and updated knowledge related to different topics. Computerized teaching, inclusion of high tech instruments as part of learning teaching endeavor.

DECLARATION BY THE HEAD OF THE INSTITUTION

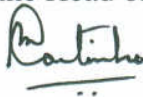## D. Declaration by the Head of the Institution

I certify that that the data included in this Re-Accreditation Report (RAR) are true to the best of my knowledge.

This RAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this RAR during the peer team visit.

Signature of the Head of the Institution
with seal:

Place: KOLKATA

Date: 11. 02. 2012.

GLIMPSES OF COLLEGE LIFE

Extension work after Aila cyclone at the Sunderbans

Cultural Programme organized by students of Eastern Cultural Society

IPSL Closing Ceremony

NSS Outreach Programme by students of Loreto College

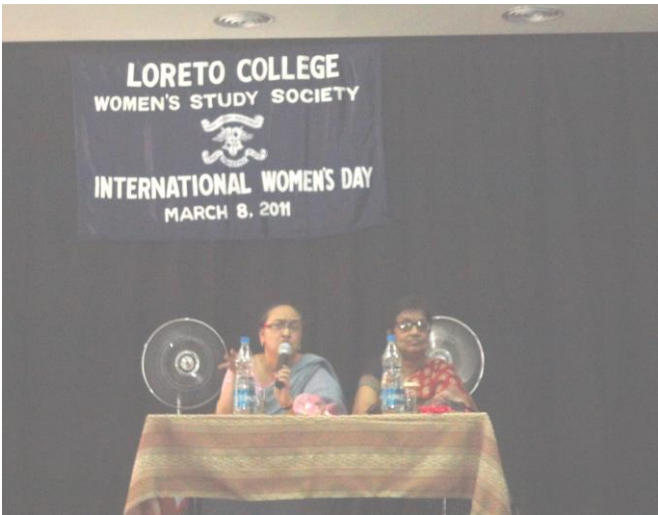**Samagam 2011– Inter Collegiate Fest**
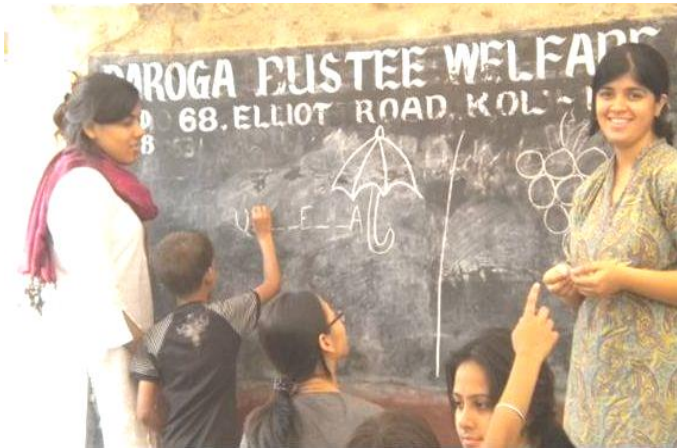

International Seminar

Loreto Centenary Quiz

A class in progress in the Women's Cell

| **Cultural Programme by students of Loreto College** | **International Women's Day Celebration** |

| **Bustee Welfare Programme** | **Past v/s Present Debate** |

NSS students during the TB seal campaign

Psychology Department Programme – Kalakriti for the differently abled

Seminar on Heritage & Conservation in collaboration with AusHeritage

UGC Sponsored State level Inter-disciplinary Seminar