



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**WEST BENGAL STATE UNIVERSITY (BARASAT,  
NORTH TWENTY FOUR PARGANAS)**

**BERUNANPUKURIA P.O. MALIKAPUR NORTH 24-PARGANAS**

**700126**

**[www.wbsu.ac.in](http://www.wbsu.ac.in)**

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

West Bengal State University was established as a State University in 2008 and acquired the 12B status in the year 2015. It began with the following programmes: Master of Arts, Master of Science, Master of Commerce & Management, and went on to begin M. Phil. and/or Ph. D. in most of the departments over the next 5 years.

The University is located in a semi-rural location, within agrarian lands and large waterbodies and is the only public university within a radius of about 30 km, offering quality higher education at an affordable cost.

The core values of the University are to encourage academic distinction and to create a climate that promotes inclusive education. This we endeavour to achieve by creating a gender-safe and inclusive atmosphere. It encourages students from a diverse range of classes and communities, thus drawing on a plurality of strengths and talents. This approach concretizes the implicit goal of higher education institutes: that of nation-building.

The academic departments of the University keep their curricula modern and updated with periodic syllabus revisions and research-oriented courses that encourage new thinking. The impact of current technology is incorporated into classroom teaching with audio-visual and digital modes of learning.

The ideals of social justice and equity are secured through regulations and practices ensuring visibility of modes of redressal. These policies also help inculcate a sense of values among the students, shaping them into responsible and good citizens.

Ours is a young University, distant from the infrastructure available in metropolises, lacking the necessary personnel and severely cash-strapped. Despite these drawbacks, we have dared to aspire for excellence in the spheres of teaching and research, an aspiration that may be seen as validated in the qualitative and quantitative sections of the Self-Study Report. Two examples of this could be the following: ensuring digital equipment for every department and receiving INR 100 million for extramural competitively funded research.

### **Vision**

- To strive for academic excellence that is accessible and inclusive to all.

### **Mission**

- To encourage research of a high standard and ensure its dissemination to the community
- To create an academic ecosystem encompassing the different disciplines that is innovative and holistic in approach
- To build an institution that is flexible and interdisciplinary in approach to knowledge
- To ascertain that we cater to the needs of the wider society

- To help shape professionals who are competitive within and outside the boundary of the country

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

### Institutional Strength

- The University has a significantly diverse group of students including a substantial number of female students and those coming from socially and economically challenged communities, remote areas and minority communities.
- The University believes in offering a flexible academic environment with spaces for the development of free thinking and interactions between teachers, students, researchers and external experts. The teacher-student relationship is distinguished by a great amount of openness, informality and warmth enabling the students approach their teachers beyond office hours using the social media.
- The Departments are allowed academic flexibility to the extent that they regularly update the syllabi and try to incorporate emerging areas of research into the teaching-learning process. They also freely collaborate with research institutes within and outside the State in developing a quality infrastructure of teaching-learning-research.
- Most of the faculties of the University are well connected with the global arena of scholarship in their respective fields of research. Students and researchers in the Department can avail of the fruits of this connectivity by accessing a great variety of research and study materials made available to them by the faculties, and interacting with reputed scholars they are introduced to.
- A few Departments have e-repositories of quality publications including research articles, book chapters and books, to which students and researchers have free access all the time.
- The singular campus of the University has fostered a uniquely intimate sense of belonging among all stakeholders towards the University, and in particular facilitated inter-Departmental bonding.

### Institutional Weakness

- The physical infrastructure of the University in terms of furniture and equipment is not up to the mark. In certain cases, the space and furniture in classrooms are not adequate to accommodate the intake capacity of the PG courses. Very few Departments have smart class rooms.
- Despite being a new university, we have covered a long way to build up a modest laboratory infrastructure for the Science Departments in the last ten years. However, we still lag behind other established State universities in terms of infrastructure, maintenance and staff primarily due to paucity of adequate funds.
- The University does not have electronic access to journals and e-books in the absence of UGC INFLIBNET, which acts as a bottleneck for research.
- Many teaching posts of various Departments along with all non-teaching posts still remain vacant, thereby putting a huge amount of workload on the existing faculties, and affecting their research seriously.
- In the absence of any non-teaching staff, teachers of the Departments have to do all official, clerical, and administrative work themselves. This also entails heavily on their time to pursue research and work on publications.
- In the absence of adequate funds, the Departments have not been able to develop their seminar libraries even modestly.
- We are yet to start the Online Feedback system for the students.

## **Institutional Opportunity**

- The University has the potential to create centers of excellence given its quality of teaching and research thereby providing opportunities for diversity of courses as also that of research collaboration.
- Some of the Departments have the editorial expertise for starting quality research journals. This would provide opportunities to researchers of the Departments as well as scholars across the State to contribute to those journals and make them flourish maintaining a high standard.
- The single big campus of the university provides students the scope to take part in inter-disciplinary courses. It provides scope to students for pursuing extra-curricular and outreach activities. Once interactive teaching-learning tools and mechanisms such as ICT, smart classrooms, and visual learning rooms are fully developed in the University, using the same to the best possible way, the Departments and Centers will be able to attract more students to equip them with the ability to explore and utilize opportunities of employability not only in conventional educational sectors but beyond that in administration, industry, journalism, and other domains such as the armed forces.
- Similarly, given adequate infrastructure, human resources and funds, the University would be able to create and/or offer opportunities for academic collaboration, consultancy, etc in diverse inter-disciplinary fields.

## **Institutional Challenge**

- In the first ten years of its existence, one of the major challenges before the University was to provide quality teaching-learning environment to students despite the lack of adequate infrastructure, which it did to the best of its efforts.
- The University has taken up in right earnest the challenge of imparting higher education to a group of students of which the majority have been first generation learners, coming mostly from socially and economically backward classes. The University continuously strives to motivate them to pursue postgraduate and higher studies by providing them sufficient knowledge resources and by addressing the burden of their educational expenses by means of providing them with study materials and e-resources as far as possible.
- One major challenge has been to attract quality researchers and post-doctoral fellows to the University Departments in larger numbers than at present, given the inadequacies in infrastructure and funds, which limit the opportunities for collaborative research and academic resources.
- Lack of adequate funds has remained a challenge for the development of infrastructure and research initiatives including the organization of national and international level seminars/workshops/conferences on a regular basis.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

West Bengal State University, besides affiliating 46 UG colleges, 5 Teachers Training Colleges, 1 Business School and 1 Law College, runs 30 Postgraduate programmes, 26 Ph.D. programmes and 6 M.Phil programmes through 29 in-house Departments since 2008. The University Departments have the onus of framing and updating the curricula of undergraduate programmes at regular intervals and in 2018 supervised the adoption of CBCS system according to the norms laid down by the UGC. M.Phil and Ph.D curricula are, on the other hand,

flexible and the exact contents of the courses are planned in accordance with the needs pertaining to the area of research interests of the admitted candidates each year. The responses furnished in the QIF related to Category 1 therefore relate to the Postgraduate courses only. All the Postgraduate programmes in our University have been tailored for CBCS system and implemented from July 2019, which lies outside the present assessment period and hence those changes have not been taken into consideration in the present summary.

In the last five years syllabus revisions have been carried out in 27 programmes out of 30. The remaining three Departments had also changed their syllabi subsequently. New courses are being introduced to equip the students with the necessary technical and analytic skills to increase their employability potential in the present fast evolving socio-economic environment. This also keeps the students updated about the current developments in their disciplines.

The University feels that the students need some courses which train them in a broader perspective on the life skills, social issues and imminent technologies outside the strict boundaries of the curricula of their chosen disciplines and therefore has been provisioning for a few Value-added Audit courses since 2017. In the new PG CBCS system, attending one such Value-added course has been made mandatory.

Feedback collection system was introduced from 2017-18 session. Till date the feedbacks are collected and analysed manually but an online version will soon be introduced.

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

The University provides a congenial atmosphere to its students coming from the different parts of West Bengal including remote villages. Some of them are first generation learners and a large number of students come from minority communities. The University provides adequate support to cater to their varied learning needs.

The University conducts proficiency assessments and offers bridge courses, remedial courses, and guided self-study courses to support slow learners. Advanced learners are encouraged to engage in research activities. Teachers are easily accessible to students for clearing the doubts outside classrooms and for providing career-counselling. They also take the students to educational-trips to acquire a wider and realistic perspective of their curriculum. The Central Library is kept updated with the latest textbooks and reference materials which are purchased on a regular basis.

The student-faculty ratio is optimally maintained to facilitate student-centric learning environment.

The physical infrastructure of the University is *Divyangan*-friendly and is equipped with ramps, lifts, wheel chairs, special toilets etc.

All faculty members use ICT to make the teaching-learning more interactive and effective.

A mentor from amongst the faculty members is assigned to each student to provide personal guidance.

The University ensures the engagement of adequately qualified and experienced faculty. More than 90% teachers hold Ph.D degrees from reputed Universities and Institutes. The average teaching experience of the teachers is around fifteen years.

The University has by and large computerised its examination system, from the generation of admit cards to

the declaration of results. The declaration of examination result is strictly as per the examination calendar and student grievances are addressed in a timely manner through a unique process of pre-publication showing of answer scripts to students.

Programme outcomes are assessed using direct/indirect methods to identify educational and operational gaps to propose action plans for further integration in the strategic planning.

The teaching-learning processes are continually improved based on students' results and students' feedback.

### **Research, Innovations and Extension**

The West Bengal State University has a well-defined research policy to nurture young talents. Teachers of the University have obtained various national and international fellowships for advanced studies in India and abroad. The admission of research fellows in various Departments has been quite impressive. The University has built up some important research facilities including Animal House, Green House, Museum, Media Laboratory and Research Database. Four Departments have obtained government recognitions including DST-FIST and DBT-BOOST. The number of research projects awarded to the teachers by various government agencies has been quite phenomenal, with the total grant being more than Rs. 100 million in the last five years. Workshops/seminars are being conducted on IPR and Industry-Academia innovative practices. The University has put in place a viable methodology to detect and eliminate plagiarism in research by subscribing to the Turnitin® cross similarity-checking software. The University has also initiated the practice of recognising the achievements of its teachers. Within these few years, the University has already one patent to its credit till date. The number of Ph.D.s awarded in the last five years has also been encouraging. The substantial volume of research done by the faculties is amply reflected in the number of papers published in UGC recognised journals, authored books, edited works, book chapters, and papers in national and international conference proceedings. The University has a clearly defined consultancy policy. The University organises extension activities in collaboration with government or non-government organisations to sensitise both students and teachers, and through them local communities as well, on various social, environmental and national issues. It has received an award from the State Government for such activities. Many academic Departments are quite active in building up effective collaboration with other reputed higher academic institutions for research, faculty and students exchange, internship, on-the-job training and project work. Finally, the University has a good number of functional MoUs with institutions of national and international importance, other universities, as well as industrial and corporate institutes. Overall, despite being a new University, it has tried to make effective strides towards sustainable excellence in keeping with its motto of *Laksha Viswhamanam*.

### **Infrastructure and Learning Resources**

Since its inception in the year 2008, it has been a constant endeavour to create state-of-the art academic and infrastructural facilities at West Bengal State University. Starting with a one storied building, now the University has one Old Academic Block, an Administrative Block and a New G+7 New Academic Block which have facilitated the accommodation of increased demands for Postgraduate, M.Phil and Ph.D. courses. The New Academic Block is well ventilated with spacious classrooms and laboratories catering to the needs of the students. Several Science Departments are DST-FIST sponsored which has helped to augment the laboratory infrastructure of the Departments. The University has provisions for separate Hostels for men and women, gymnasium and a playground. Our Central Library uses the software ILMS KOHA and is equipped with modern facilities including wi-fi access, computers and CCTV. It has a decent collection of text and reference

books. It is also planning to subscribe to e-books and more journals in near future. The University also has adequate arrangement for disabled students and staff. Such facilities include elevators, toilets and ramps in every building. ICT facilities are adequately available in the institution for academic purposes. There are over 400 computers available in the campus. The Departments have their own computer facilities and ICT-enabled classrooms including some smart classrooms as well. The University has a IT-infrastructure which includes a wi-fi enabled campus with high-speed (>1 GBPS) National Knowledge Network (NKN) connectivity. There is an effective mechanism for the maintenance of the infrastructure facilities. The University Engineer oversees the maintenance of the physical facilities in the campus. Air-conditioners, computers and network facilities, major equipment etc are under Annual Maintenance Contract. The University has a 33KV sub power station within the campus for sufficient supply of electricity and generators which ensure adequate power back-up for efficient functioning of the University.

### **Student Support and Progression**

West Bengal State University, since its inception, has been able to create a student-centric academic ecosystem for student performance and progression. Students of the University benefit from various scholarships provided by the Government of West Bengal, such as *Kanyashree*, *Swami Vivekananda Merit Scholarship*, *Minorities Scholarship*, etc. The University offers 50% tuition waiver to a select number of students. Different Departments of the University provide support for various capability enhancement and development schemes such as guidance for competitive examinations, career counselling, soft-skill development, remedial coaching, language lab, yoga and meditation, and personal counselling. That our students have greatly benefitted by such guidance is borne out by their impressive success rate in NET/SET and other competitive examinations.

The University has a devoted International Students' Cell that looks after the needs of the foreign students. The University has put in place a transparent mechanism to redress students' grievances relating to sexual harassment and ragging by instituting a sexual harassment cell and anti-ragging committee as per statutory guidelines.

The performance of the outgoing students from our University in the last five years has been satisfactory as evidenced in the number of their placements in academic, industrial and self-employment sectors. Their progression to higher studies too has become visible.

Our students regularly take part in various sports and cultural activities and a few have received awards for outstanding performance in such activities as well. The Student Council alias Students' Union of the University oversees these sports and cultural activities as well as actively supports various academic bodies of the University to function smoothly in the interests of the students.

Despite being a new University, West Bengal State University has a strong alumni base with many engaged in higher academic institutions, government positions and corporate sector. The University Students' Alumni Association has been constituted and the alumni have started contributing to their alma mater both academically and financially. Besides this, various Departments including Zoology, English, Hindi, Education, Botany, Chemistry, Anthropology, History and Journalism & Mass Communication have either formed their own alumni associations and/or organise reunion programmes.

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

West Bengal State University, located at the fringes of the metropolis of Kolkata and catering to a large number of suburban and rural populace of the North 24 Parganas, has realized effective governance and management through an efficient co-ordination amongst administrative, academic and non-teaching members. The Act and Statutes of the University depict the various administrative levels and committees through which the University governs and manages its responsibilities.

Being an affiliating University, it has maintained regular exchange with its affiliated colleges through the Undergraduate Boards of Studies, Principals' meetings with administration, Executive Council and Court. As a part of its strategic programmes, the University involves local colleges while hosting the 'Youth Parliament', various competitions, NSS programmes and sports activities.

The University has shown marked growth of infrastructure with the construction of the new Academic Building, library and laboratory block, girls' hostel, students' playground, bituminous internal road and boundary wall. The teachers have played pivotal role in distributing the available space of the University amongst the Departments in an egalitarian manner.

The University has promoted research of students and teachers since inception by lending financial, administrative and academic support.

The IQAC, constituted by in-house teachers and external experts, is instrumental in evaluating the academic output of the Departments through academic audit and assesses the professional efficiency of the teachers through the PBAS Career Advancement Scheme.

The University undertakes regular financial audits and responds to the audit queries.

The University has a significant impact on the socio-economic landscape of the area in terms of literacy, level of education, occupational structure, employment, transportation system, infrastructure and living standard. Holistically speaking the University has been successfully establishing communication with the locality and facilitating its uplift and academic awareness.

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

The University, is situated in a rural area within agrarian lands and waterbodies. Since its establishment, the University has taken up the responsibility of addressing locational advantages and disadvantages, and also of contributing to the uplift of the local community. This is done by involving the local students and youth in workshops and surveys, through outreach programmes addressing local problems, and through students who work with the local government hospitals. It has addressed problems such as that of drug abuse and mental depression through its NSS Cell.

Gender sensitive policies in accordance with the Vishaka Guidelines are in practice, and workshops and seminars are organised to ascertain that awareness and sensitivity to gender is inculcated among the students.

The University has installed solar powered cells as an alternative and renewable energy source, and 18.3 percent of its power requirement is met by LED. A rainwater harvesting system was installed five years ago. The laboratory wastes are disposed of in accordance with the rules, and the disposal of the other wastes is done



with the support of local municipal corporation.

The professional code of ethics, human values and national ideals are displayed prominently in the campus and regular seminars/workshops/commemorations serve to keep them visible to the staff and students; appointed committees look after the issues of rights and ethics. Transparency is given utmost importance, and best efforts are made to keep all academic, financial and administrative work of the University absolutely transparent.

The University Departments have, since the beginning, followed the system of allowing the students to see the checked examination answer scripts, and this 'Best Practice' ensures transparency of the examination system and encourages integrity among the faculty. Its second-Best Practice is ensuring that the students are involved in curricular and extracurricular activities oriented towards local needs and addressed towards local problems

The achievement of the University lies in the role that it has played as an enabler of raw talents from a pool of socially and economically challenged communities, thus moving towards the goal of inclusive education.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	WEST BENGAL STATE UNIVERSITY (BARASAT, NORTH TWENTY FOUR PARGANAS)
Address	Berunanpukuria P.O. Malikapur North 24-Parganas
City	Kolkata
State	West Bengal
Pin	700126
Website	<a href="http://www.wbsu.ac.in">www.wbsu.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Basab Chaudhuri	033-25420210	9830229060	033-25241977	vc.wbsu@gmail.com
Professor	Mukut Chakraborty	033-25420068	9830160462	033-11111111	mukutchem@yahoo.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	25-02-2008
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	02-09-2008	<a href="#">View Document</a>
12B of UGC	13-10-2015	<a href="#">View Document</a>

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Berunan pukuria P.O. Malikapur North 24-Parganas	Rural	27.86	42698.62	MA, MSc, MCom, MRS, MPhil, PhD		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

<b>Type of Colleges</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Total</b>
Law	1	0	1
Education/Teachers Training	5	0	5
Business Administration/Commerce/Management/Finance	1	0	1
Universal/Common to All Disciplines	46	0	46

### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	53
Colleges Under 2(f)	53
Colleges Under 2(f) and 12B	47
NAAC Accredited Colleges	37
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	1
Colleges with Postgraduate Departments	27
Colleges with Research Departments	1
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No
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#### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	32				64				96			
Recruited	2	0	0	2	16	6	0	22	38	25	0	63
Yet to Recruit	30				42				33			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				33
Recruited	0	0	0	0
Yet to Recruit				33
On Contract	56	6	0	62

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				2
Recruited	0	0	0	0
Yet to Recruit				2
On Contract	0	0	0	0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	1	0	0	0	0	0	0	0	0	1
Ph.D.	15	5	0	10	8	0	27	16	0	81
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	2	0	0	2

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

**Distinguished Academicians Appointed As**

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	None	Not Created	Not Applicable

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	10	0	0	0	10
	Female	8	0	0	0	8
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	5	0	0	0	5
	Female	4	0	0	0	4
	Others	0	0	0	0	0
PG	Male	258	2	0	0	260
	Female	494	1	0	0	495
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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#### Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Anthropology	<a href="#">View Document</a>
Bengali	<a href="#">View Document</a>
Biochemistry	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>

Chemistry	<a href="#">View Document</a>
Commerce And Management	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Economics	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
Electronics	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Film Studies	<a href="#">View Document</a>
Food And Nutrition	<a href="#">View Document</a>
Geography	<a href="#">View Document</a>
Hindi	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Journalism	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Microbiology	<a href="#">View Document</a>
Philosophy	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Physiology	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Rural Studies	<a href="#">View Document</a>
Sanskrit	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>



### 3. Extended Profile

#### 3.1 Program

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
62	62	62	62	62
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

Number of departments offering academic programmes

Response: 29

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### 3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
782	712	724	585	711
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

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

2018-19	2017-18	2016-17	2015-16	2014-15
635	595	487	576	577
File Description			Document	
Institutional Data in Prescribed Format			<a href="#">View Document</a>	

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
635	595	487	576	577
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**Number of revaluation applications year-wise during the last 5 years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

**3.3 Teachers****Number of courses in all programs year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
623	618	618	618	618
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2018-19	2017-18	2016-17	2015-16	2014-15
87	78	81	83	88
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**Number of sanctioned posts year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
192	192	192	192	192
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

### 3.4 Institution

**Number of eligible applications received for admissions to all the programs year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
4457	4462	5302	3513	2619
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

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

2018-19	2017-18	2016-17	2015-16	2014-15
533	417	370	328	337
File Description		Document		
Institutional Data in Prescribed Format		<a href="#">View Document</a>		

**Total number of classrooms and seminar halls**

**Response: 134**

**Total number of computers in the campus for academic purpose**

**Response: 404**

**Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
2096.01	1874.48	1595.34	1310.70	1011.5

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University**

**Response:**

West Bengal State University (WBSU) was established in the year 2008 to cater to the demand of the region of North 24 Parganas district of West Bengal. The University is located about 35 kms from Kolkata. The Undergraduate colleges under the erstwhile University of Calcutta in the district of North 24-Parganas were transferred to this new University. The University is located in a predominantly rural area with the majority population belonging to the minority community and first-generation learners.

Since inception WBSU has tried to formulate its syllabi keeping in mind the global advancement of the subject vis a vis the local community which it primarily caters to. Being a new University, complete academic freedom is available to the Departments to formulate the syllabi in the form of choice based method of education where the students are free to choose their area of study. Project work/dissertation is a part of all the postgraduate courses.

The courses in the Science programs have been designed in such a manner that modern thrust areas such as astrophysics, computational physics, machine learning, material science, bio-organic and bioinorganic materials, quantum and opto-electronics form an integral part of the basic post graduate curricula. The practical syllabi in Life Science Departments are designed in such a manner that relevant local problems from the 'field' are brought to 'lab' following a translational approach, where feasible. This simulates real life scenarios which the students would be expected to handle once they graduate. The curriculum of the Rural Studies Department has explicit thrust on field-based activities clearly attempting to build linkages with the local communities.

On the other hand, ours is the only History Department in West Bengal and one of the very few in India to offer a course on Contemporary South Asia. The PG curriculum also includes courses on popular culture in colonial and postcolonial India – a mostly neglected area - exposing students to global trends of research. Geography Department offers courses on urban waste management, climate change, geopolitical issues of border and migration, advanced survey techniques and RS-GIS which are highly relevant in social, political and environmental context. English Department offers courses on English Language Teaching and sends the students to the local schools for experiencing the local challenges. Literature Departments have extended the definition of 'text' according to the contemporary global understanding by including other forms like local folklores, memoirs and memories, films and plays in the folds of their curricula.

Different Departments of the University like Economics, Anthropology, Film Studies integrate in their curricula local developmental activities where the local community is involved thereby leading to their upliftment and improvement.

The students prior to taking up a course are given an idea about the deliverables of the course and the

outcomes that the tutor expects from the students after completion of the course. The transformation of many first-generation learners into young individuals who are ready to face the world is a self-gratifying exercise where the University sees the direct outcome of the curriculum.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

**Response:** 90

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 27

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 30

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

**Response:** 15.21

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
138	99	94	93	47

File Description	Document
Program/ Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b>	
<b>Response: 11.15</b>	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 69	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 619	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

<b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b>	
<b>Response: 95.16</b>	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 59	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

<b>1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum</b>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Response:**

West Bengal State University has always believed in an idea of holistic development of the students where issues of social relevance are integrated into the course curriculum. Keeping the above in mind WBSU has a number of courses where gender related and environmental issues, Human values and professional ethics form a part of the course curriculum. The various courses under the different programs offered by WBSU are quite diverse in nature. The faculties of arts and social sciences have a number of courses where gender and gender related issues find a major focus area. The Science departments, Biological sciences, Geography and Anthropology in particular, in their own way have courses which are specific to their discipline related to environment and sustainability issues. Human values and professional ethics are areas where the departments like Philosophy and Commerce and Management have specific courses on. The Department of English has course on eco-criticism and literature. They also have a detailed module on Modern Gender theories in their course on Modern and Post Modern Theories. Students in the postgraduate course in Zoology have a detailed course on conservation biology and wild life. In Chemistry, the students regularly follow the Green principles when synthesizing different compounds avoiding the use of hazardous chemicals.

A representative list of some of the courses taught in the different departments is given below for easy reference.

Anthropology	Anthropology : Ecology, Gender, Ethnicity and Age	
Botany	Plant Ecology and Environmental Biology	
Chemistry	Practical classes using Green synthesis protocols	
Commerce	Business Ethics and Corporate Governance	
English	Analysis from Ecocritical Angle	
Geography	Environmental Geography and Geopolitics	
Geography	Urban and Regional Development	
Microbiology	Ecology and Environmental Microbiology	
Philosophy	Family and Feminism	
Philosophy	Ethical Theories and Application	
Political Science	Politics and Society	
Sociology	Gender and Indian Society	
Zoology	Ecology and Conservation	
Zoology	Conservation Biology and Wild Life	
Zoology	Environmental Biology	

**1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years****Response:** 4

1.3.2.1 Number of value-added courses are added within the last five years

Response: 4

File Description	Document
List of value added courses	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>

### 1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

**Response:** 4.98

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	55	0	123

### 1.3.4 Percentage of students undertaking field projects / internships

**Response:** 74.55

1.3.4.1 Number of students undertaking field projects or internships

Response: 583

File Description	Document
List of programs and number of students undertaking field projects / internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise**

**A. Any 4 of above**

**B. Any 3 of above**

**C. Any 2 of above**

**D. Any 1 of above**

**Response:** A. Any 4 of above



File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.33

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	1	5	1

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 3.92

##### 2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1156	1067	1021	963	963

#### File Description

#### Document

Demand Ratio (Average of Last five years)

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 76.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
316	305	310	257	302

File Description	Document
Average percentage of seats filled against seats reserved	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

#### Response:

#### *Assessment of the students*

Students join in the Postgraduate programs of this University from different colleges affiliated to this and also other universities. There is a large variation in these institutes in terms of teaching and the learning methods adopted. In addition, the socio-economic heterogeneity of the students creates diversity in academic exposure levels and their expectations from the curricula. Keeping this in mind, as a general practice, within initial few weeks of teaching in a new academic session, the teachers of the Departments interact with the students to understand their subject knowledge, comfortability with the medium of instruction, aptitude for the current program, aspirations, areas of interest, learning needs and skills. In addition to the above, a conventional systematic evaluation process is also used to assess the learning levels of the students. The later consists of written examination, open book test, presentations, project, practical examination with viva, written assignment, surprise test, and class performance. By these exercises the Department collectively identifies the slow and advance learners.

#### *Special programs for slow learners*

After the initial identification the University takes special initiatives to improve the academic receptivity of the students. Special tutorial classes are arranged by the Department for slow learners or alternatively extra assignments are given or special doubt clearing sessions are conducted by the faculty members on an individual level. These interactions are helpful for the weak students and assist them to cope up with the portions they are lagging behind. Faculty mentors provide their mentees one to one counselling for improvement on the areas of concern. As a large number of our students are first generation learners, there have been numerous instances where economic reasons have played a major role in restricting the ambitions of these bright minds. The faculty members have often in an individual capacity taken care of such students, consciously keeping their identity undisclosed.

***Special programs for advance learners***

Learning needs of the advance level students are further fulfilled by activities such as NET/SET/GATE coaching and tutorial classes. These classes usually address the specific course areas of these examinations with special emphasis on problem solving. The different Departments also at times identify students and send them to different academic programs in the nearby HEIs. Eminent scientists and academicians often visit the University where Workshops/Seminars/Symposiums are held to expose them to the different dimensions of the course requirements and also to fuel their thrust for the subject. Short term courses like basic programming skills (R software, Statistical package, latex writing), web-based technologies and many such courses are conducted by various Departments. The University at times also conducts special workshops to improve the hands-on skills of the students.

**2.2.2 Student - Full time teacher ratio****Response:** 8.99**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.26**2.2.3.1 Number of differently abled students on rolls****Response:** 2**File Description****Document**

List of students(differently abled)

[View Document](#)

Institutional data in prescribed format

[View Document](#)**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

As WBSU is a relatively new University, student centric methods of education have been one of the major thrust areas where students play a bigger role compared to their peers in other more established universities.

***Experiential learning***

As project work and dissertation are an integral part of the curriculum since inception, the students undertake small research project, conduct fieldwork and surveys as a result of which they acquire real life experience and knowledge. In some Departments, the final semester PG students assist their juniors for conducting laboratory classes, which provides them an opportunity to relearn and sharpen their academic knowledge. The students also take active part in organizing various extra and co-curricular events which help them develop their management skills. Special programs on Woman's day, Teachers' day, Independence Day, etc. are also regularly arranged by them. At times, experts from industry share their experiences with the students thereby helping them prepare for the contemporary job scenario. Internships are integrated into the courses of some of the Departments.

### ***Participative learning***

In participative learning, students are given certain topics which are academically and practically relevant. Students are grouped and asked to read various articles or write ups and then to analyze and reflect on those topics. In this way they get an opportunity to conceptualize the theoretical aspects of studies. It helps them in reflective thinking, problem solving and to logically question what was taught. Students undertake group activities such as case-study analysis, which leads to participative learning. The outcomes of these activities are discussed and shared with the entire class. This way they also learn to work in a group in a concerted spirit. Some Departments organize debates and discussions among students on diverse issues of relevance both during and beyond class hours. The PG, M.Phil and Ph.D. students are also encouraged to participate in a series of workshops, seminars and conferences both within and outside the University, participate in discussions following academic sessions and write reports on the programs. The exposure to such programs and the experience of listening and interaction in the same help them acquire necessary methodological and pedagogical skills for their future professional assignments. Students are also taken to field/ industry visits, study tours in India. These expose them to the world of practical knowledge honing their skills and abilities.

### ***Problem solving methodologies***

Besides classroom teaching and laboratory experiment-based learning, students are also involved in research and project work. The projects, usually in a new area forces the student to think, analyze and try to systematically solve the problem. Such activities usually help towards enhancing the real-life problem-solving abilities of the students. The University further follows problem solving methodologies by offering the students with assignments on regular basis to assess their level of understanding on the subject. Moreover, quizzes are held from time to time to keep the students in a competitive environment and to check the overall progress of the class.

### **2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**

**Response:** 97.7

#### **2.3.2.1 Number of teachers using ICT**

Response: 85

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 9.2

#### 2.3.3.1 Number of mentors

Response: 85

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 43.44

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 92.68

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
82	75	77	76	76

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 15.08

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

Response: 1312.25

File Description	Document
Any additional information	<a href="#">View Document</a>

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 10.79

#### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	2	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 4.38

#### 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	8	8	8	8

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

**Response:** 33.2

#### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
16	28	40	41	41

File Description	Document
List of programs and date of last semester and date of declaration of result	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0

#### 2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Any additional information	<a href="#">View Document</a>



**2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years****Response:** 0

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

**File Description****Document**

Any additional information

[View Document](#)**2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system****Response:**

The detailed examination modalities of the different Departments are finalized by the Postgraduate Board of Studies (PGBOS) of each Department, which consists of both internal and external members. The PGBOS finalizes the names of the paper-setters, moderators, examiners and scrutinizers for the different courses. The reforms in the examination system have resulted in faster publication of results of the final semester students, which are now declared within one month from the date of last examination to ensure that the students can avail opportunities for progression to higher studies or professional career. Prior to publication of results, students are allowed to see their evaluated answer scripts, where a pre-publication scrutiny by the students themselves allows them to clearly understand the logic behind the marks that they have obtained. Supplementary and grand supplementary examinations are also held by the University which helps students to clear their backlogs.

***Positive impact on IT integration***

The University is maintaining and in the process of upgrading a centralized IT enabled student support system where the Examination process plays a major role. The students can directly register themselves for an ensuing examination in the online portal and take a printout of their admit cards even from the comfort of their home. The central software, in addition to the individual Departments, also intimates the students about the examination schedule and if required, the results and grades obtained by them. The University is also in the process of complete automation of the overall examination process (entry of marks for internal and external evaluations, attendance etc.)

***Continuous internal assessment***

Continuous assessment has been a key system of the evaluation process of the University since its inception. WBSU has always believed in introducing modern evaluation system and has Credit based evaluation system in every Department. The continuous internal assessment component is 20% for Theoretical courses and 80% for Practical courses. For theoretical courses, continuous internal assessment system is conducted through various modes such as class tests, mid-term examinations, presentations, assignments and non-formal assessment based on observation of individual student's participation in group work, classroom learning and initiatives. In case of practical courses the students are assessed regularly on the basis of the work done in the laboratory. Besides this, listening skill evaluation, presentations using ICT, writing and presentation of paper etc. are also evaluated. Such regular assessment gives enough scope to the students to improve their performance and analyze their progress on a real time basis. The University has also introduced Assignment Paper submission for the students by which they can improve their reading, writing and understanding abilities.

In the End-term semester examination both objective and summative questions lead to a comprehensive evaluation of student. Thus, with the help of various types and modes of evaluation and absolute transparency in evaluation system, the students are exposed to a critical and holistic examination process which increases their trust in the teaching-evaluation process.

**2.5.5 Status of automation of Examination division along with approved Examination Manual**

**A. 100% automation of entire division & implementation of Examination Management System (EMS)**

**B. Only student registration, Hall ticket issue & Result Processing**

**C. Only student registration and result processing**

**D. Only result processing**

**Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

<b>File Description</b>	<b>Document</b>
Current manual of examination automation system and Annual reports of examination including the present status of automation	<a href="#">View Document</a>
Current Manual of examination automation system	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes**

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

**Response:**

West Bengal State University has Postgraduate courses in different programmes offering M.A., M.Sc., M.R.S. and M. Com degree to the students. These programmes help the students acquire relevant knowledge in their respective subjects, build their career in various related employable sectors, and help them become inquisitive, liberal and responsible citizens of the country. In today's fast changing complex world, the different courses offered are equally important both from the academic point of view as well as in terms of employability. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes of the curricula and courses indicate in general how the programmes offered and courses taught help the students acquire subject expertise and employable skill so that they can opt for an academic career or can prepare themselves for jobs in private and public sectors. The University offers total twenty-nine subjects in different streams. The University website, prospectus as well as the Annual Report state the mission and objectives of all the academic Departments of the University. These documents also highlight the achievements of the students and list the kind of jobs students get after completion of different programmes.

The Course Outcome for each course of the University programmes is specified in the syllabi of different PG programmes. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are communicated to students by providing them relevant link of the syllabi as displayed on the website. These can be easily accessed by the students, faculty and anyone interested to know what the University offers. The Programme Outcome and the Programme Specific Outcome are also communicated to the students by their teachers at the beginning of the programme in the orientation sessions or first few classes. The teacher of a particular course explains the objectives and expected outcome of the course in the introductory classes as well as refers to it from time to time as deemed relevant during the period of teaching the course. This helps the students appreciate the relevance of topics being covered in the course. The CO also helps the students while opting for a specific elective course from the pool of courses.

Distinguished professors and scholars from reputed academic institutions are invited to the University to share with the students as to how different courses can shape their career and thus help students appreciate the programme. The attainments of the Programme Specific Outcomes are manifested in reality through career options open to students after completion of the programmes and the achievements of the alumni.

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

**Response:**

The University tries to ensure that the different courses under the various programmes offered by it remain academically relevant in a dynamic scenario. Also keeping the composition of the students, it caters to, the courses have to be socially and financially viable over time. The specific initiatives/measures taken up by

the institution are given below.

### **Attainment of academic parameters**

The direct evaluation of the different programmes of the University at the primary level is reflected in the results and grades obtained by the students. The very fact that almost 85 % of the students, on an average complete their programmes within their regular period of study gives a direct manifestation that the primary objective of imparting quality education to its students has been achieved. The University would like to highlight its attainment on the given points also.

### **Attainment of social relevance**

The University strives to uphold its mission in moulding students into disciplined citizens with intellectual, emotional and spiritual balance. Courses having social relevance are offered either as part of the programme curriculum or as enrichment courses/value-added programmes. These courses give the students an insight into the larger realms of the society.

### **Attainment of economic relevance**

#### **Student placements:**

- Students are being informed about job interviews and successfully placed in different multinational companies
- It has fostered collaboration with organizations/companies/institutions to ensure that the students are exposed to research activities and various technological advancements. The feedback from their supervisors is a testament to their abilities.

#### **Entrepreneurship:**

- The University conducts various certificate courses and summer training programmes to generate enterprise among students thereby resulting in their engagement in various self-employment activities.
- Management based subjects form part of the regular curriculum, which imparts the students an idea on how to manage and run entrepreneurial venture.

### **Attainment of innovation and research aptitude**

- The students of the University take part in research projects, seminars/conferences/workshops and presentation of papers at various levels.

**Evaluation of attainment by institution**

- The IQAC of the University was established to develop a mechanism to build and ensure a culture of quality in the University.
- The IQAC members regularly hold meetings and give their feedback on various academic activities of the University.
- Based on the feedback of the IQAC, further course of action for the upcoming academic year is drawn to ensure improvement and development in the existing system.
- The relevance of the programmes offered by the University is ensured by periodically updating the course contents and designing new courses through respective Boards of Studies in all programmes and their approval by the Executive Council of the University.
- The performance of the final year students, placement records and success rate in various competitive exams such as GATE, NET, SET, or in other reputed Institutes and Universities is also a direct indicator of attainment of the different objectives.

**2.6.3 Average pass percentage of Students****Response:** 85.35

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 542

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 635

<b>File Description</b>	<b>Document</b>
List of programs and number of students passed and appeared in the final year examination	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

File Description	Document
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

**3.1.2 The institution provides seed money to its teachers for research (average per year)**

**Response:** 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>

**3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years**

**Response:** 3

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	0

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers.	<a href="#">View Document</a>

### 3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

**Response:** 79

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	13	11	11	33

File Description	Document
List of research fellows and their fellowship details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

**Any four facilities exist**

**Three of the facilities exist**

**Two of the facilities exist**

**One of the facilities exist**

**Response:** Three of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to videos and photographs geotagged	<a href="#">View Document</a>

### 3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

**Response:** 13.79

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 4

File Description	Document
List of departments and award details	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

**3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>

**3.2.2 Grants for research projects sponsored by the government sources during the last five years**



**Response:** 1006.91

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
71.53	163.32	227.39	104.36	440.31

**File Description****Document**

e-copies of the grant award letters for research projects sponsored by government

[View Document](#)**3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year****Response:** 2.95

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 49

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 83

**File Description****Document**

Supporting document from Funding Agency

[View Document](#)**3.3 Innovation Ecosystem****3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge****Response:**

The University, in its short span of existence of ten years, has tried to create an ecosystem for innovations by using its material and human resources, through effective collaboration and engagement with industries, corporate houses, government, and the media as well as in terms of inclusive outreach programmes involving local communities to address their needs. Undoubtedly, it will take some more time to put in place formal structures for facilitating incubation of start ups. However, what is noteworthy is that the roadmap for such a venture has already been laid out through the innovative and translational research being carried out at the University, as evidenced by the recognition awarded both in academia and media.

The University has fostered collaboration/handholding (including training, mentoring and support) with universities, colleges with potential of excellence, research and development institutions/labs, industry and other associated stakeholders at international/national/regional level, viz. University of Maryland, Cornell University, University of Texas A&M, University of London, TISS, JNU, DRDO, Bose Institute, etc. The University has created a strong interdisciplinary network of research and teaching as well.

It is in the process of setting up an Intellectual Property Right (IPR) Cell to manage intellectual property practices and patents (including technology development, its transfer, and commercialization). Initiatives, for example, have been taken to commercially promote the patent on “cancer chemotherapeutic agent/formulation, manufacture and use”.

The academic Departments of the University constantly redefine, update and refine their curricula and upgrade their laboratories with a focus on interdisciplinary approach to include innovations in order to make it more inclusive, socially beneficial and economically viable.

The University has initiated inter-Departmental/collaborative/extra-institutional courses and trainings and value-added courses to facilitate innovation.

To place the University in the milieu of a quality academia-industry network, the University has signed MoUs with reputed national and international higher academic institutions, research institutes, and industrial and corporate houses.

The Department of Psychology has been playing a key role in the enhancement of mental health literacy in the district in which the University is situated by addressing mental health issues of the local communities either through self initiatives or through referral from local hospitals and health centres. This has potential to become a major on-campus start up incubation for social and medical service to economically challenged and socially backward communities.

Finally, innovative researches by individual faculties and collaborative projects by faculties/Departments/the University have created not only the ideal platform for the creation and transfer of knowledge but also great potential for incubating start ups in the University campus. Such researches and projects include management of late blight disease of potato by determining the pathogen population structure; bio restoration of degraded patches of mangrove vegetation in the Sunderbans (both of which have been highlighted by *Vigyan Prasar*); searching for bioactive compounds from wild mushrooms. One area of international recognition of innovative expertise is the representation of University faculties as country coordinators/members in apex international scientific and academic fora.

### **3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years**

**Response: 1**

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

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

### 3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

**Response: 0**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of innovation and award details	<a href="#">View Document</a>

### 3.3.4 Number of start-ups incubated on campus during the last five years

**Response: 0**

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>

#### 3.4.3 Number of Patents published/awarded during the last five years

Response: 1

##### 3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	0

File Description	Document
List of patents and year it was awarded	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.04

##### 3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 86

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

Response: 83

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 4.18

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
36	71	65	67	110

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

### 3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

**Response:** 4.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
34	86	62	68	125

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

### 3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

**Response:**

**3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:****3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** Yes

File Description	Document
Soft copy of the Consultancy Policy	<a href="#">View Document</a>
URL of the consultancy policy document	<a href="#">View Document</a>

**3.5.2 Revenue generated from consultancy during the last five years****Response:** 0.27**3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0.27	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5.3 Revenue generated from corporate training by the institution during the last five years****Response:** 0**3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

##### Response:

West Bengal State University is situated in a rural area imparting higher education to a group of students of which the majority have been first generation learners, coming mostly from socially and economically backward classes, marginalised and minority communities. The University considers sensitisation of students to social issues and engagement with neighbourhood communities to be of central educational concern and an important social responsibility.

Some of the Departments including Anthropology, Commerce and Management, Economics, Education, English, Geography, History, Microbiology, Philosophy, Psychology, Rural Studies and Sociology engage with the neighbourhood community through several field-based activities which students undertake either as part of their curriculum or as outreach activities. Similarly, many Departments organise lectures and seminars to sensitise students with key social issues such as caste and gender inequality, intolerance, cultural plurality, female health concerns, child labour, school drop-out issues, sexual abuse, educational and psychological counselling, terrorism, security, and so on. For example, students of Philosophy visit nearby brick field and fire cracker industries to assess the work condition of the workers and the educational scenario of their children. Students of Rural Studies use participatory methods to build rapport with the local communities and help them to be aware of and identify their major problems and guide about how to resolve specific problems.

The Department of Psychology is actively involved in addressing the mental health concerns of local communities. Patients from local hospitals are regularly referred to the Department for treatment and counselling. The Department also organises sensitisation programmes on gender and sexuality as well as uses street theatre as a medium to sensitise local people and enhance mental health literacy. The Department also sends its students regularly to reputed medical colleges and institutions of the State for hands-on internships. The Department of History sensitises its students every year about the evils of astrology, black magic and tantric practices and encourage them to disseminate the messages to wider society, using postering and verbal campaigns within and outside the University.

Students and teachers from local schools often visit the University – library, museum and laboratories in particular – to engage with the vision of higher education. The University community too, utilizes such opportunities to incite interest among the young learners. Often the students are shown a demonstration of an experiment, that they have learnt in their school text books; such hands-on experience ignites a spark in a young mind.

The University organises extension activities in collaboration with government or non-government organisations to sensitise the local communities on various social, environmental and national issues. The

National Service Scheme (NSS) unit of the University plays a very active role in this process by organising programmes such as Swachh Bharat, AIDS awareness, gender equality, disease prevention, waste management, road safety, financial literacy, national integration, sustainable development, and so on. Besides these, the NSS also provides educational support to local school children and impart free employability training to the local youth.

### 3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response: 1**

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	0	0

File Description	Document
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response: 10**

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	3	0	0



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

### 3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 12.83

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
337	131	0	0	19

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

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

**Response:** 1.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	0	1	4

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

### 3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

**Response: 23**

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	4	4	4	5

File Description	Document
e-copies of linkage related Document	<a href="#">View Document</a>
Details of linkages with institutions/industries for internship	<a href="#">View Document</a>

### 3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response: 13**

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
10	2	1	0	0

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

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

##### Response:

West Bengal State University offers 30 Postgraduate programs in Science and Humanities faculties with about 90 teachers in substantive posts and caters to approximately 750 students per batch. On an average 32 students get admitted into M.Phil/Ph. D. degree every year, after qualifying in NET or equivalent accredited examinations. Incremental increase in intake capacity is effected from time to time as per government orders and in tune with infrastructural development of the University. 60 % of the seats are reserved for students graduating from the affiliated colleges of the University and the other 40% of the seats are open to all on the basis of performance in subject-wise entrance tests in most of the Departments. The University has qualified all requisite norms laid down by UGC and has been approved 2f in 2008 and 12b status in 2015.

To cope with the increasing demands of students/research scholars in recent times, a new academic building (G+7) has been constructed comprising an area of 6660 sq meters for theory classrooms and an additional area of 4608 sq meters of space has been provided to set up the laboratories. Each department is equipped with ICT/smart board enabled classrooms. These initiatives have yielded concrete results as, in 2019, the Anyang University of South Korea has selected WBSU as the *only* University from India to facilitate the learning of Korean language and culture. The University has a well-equipped library housing over 25000 books along with 30 pieces of extremely rare books. The library is equipped with 50 computers having internet access. The infrastructural facilities of the science departments are steadily growing from strength to strength due to infrastructural grant support from both state Government funds, like grants from Higher Education Department and DBT BOOST, coupled with central funding from schemes like DST-FIST, SERB and RUSA. The University is also DSIR-recognized which facilitates Research and Development programmes.

During April-May 2019, the University secured moderate financial grants from Industry houses from their CSR outlay to facilitate the higher educational aspirations of many young people. The grant is being spent on augmenting further infrastructure and /or providing fellowship to truly needy meritorious students. The University has its own power substation (33/0.433KVA capacity) to ensure adequate power supply to the various administrative and academic Departments. Moreover, there are three green generators in the University campus, one near the guest house building (70KVA), the 2nd one near the power substation (250KVA) and another near the Girl's Hostel (40KVA). These ensure an uninterrupted power supply in the University campus.

The University, barely after a decade of its existence, amidst several challenges, is performing reasonably well both in terms of Postgraduate teaching and research.

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

**Response:**

The University has a lush green playground of approximately 3300 sq. m which attracts students to refine their athletic skill. The University regularly arranges friendly football tournaments amongst Departments and an annual sports event.

The Sports Board of WBSU started functioning from 2016-17 session. Before that WBSU had an Ad-hoc Sports Committee. From 2016-17 onwards the Sports Board has been organizing on an average 15-20 Inter College Sports Events in association with different affiliated colleges under WBSU and on an average 12 -15 University Teams participate in East Zone and All India Tournaments for different sporting events organized by Association of Indian Universities (AIU). The University also has indoor game facilities such as Table Tennis, Carrom Board, Chess etc.

Yoga is being actively practised at the University since last two years. One of our faculty members, Dr. Ang R. Sherpa, is trained in Yoga and under his initiative Yoga Day is observed ritually in University campus.

Supported by Sports & Youth Affairs Ministry, Government of West Bengal, the University has now a fully functioning Multi Gym facility equipped with different types of instruments such as treadmill, cycler, leg press machine, cables and pulleys, etc.

Cultural activities are part and parcel of various Departments of the University. Various musical instruments are available at the University. Two halls in the new academic building are used for various cultural functions as well as for practising martial arts like Taekwondo. The students of all the Departments organize and participate in cultural programs on Teacher's Day. *Vasant Utsav* is also observed by students in our Campus. In addition, the University students organize an Annual Cultural Event showcasing young talents and imparting event management and leadership skills. However, two state of the art auditoria are being constructed at the University, which will become functional soon

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

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 30.6

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

**Response:** 41

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 48

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
592.61	460.13	1420.58	299.78	761.4

File Description	Document
Audited utilization statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

The central library of the West Bengal State University is managed by the software KOHA since 2016-17, which is an open source library automation software. The University uses the latest version of KOHA (version 19.05). At present the level of automation of the library is partial. However, we hope to get it fully automated soon. The users of the library have already been provided with a digital photo id library card. The library catalogue is currently available online to library users inside the library and the University is in the process of providing remote access to the same through OPAC.

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

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

##### Response:

The Central Library of the University, as already noted elsewhere, houses a good collection of text and reference books for various disciplines. The library has also taken special initiatives to collect rare books, manuscripts/*punthis* and special reports in both hard and/or soft copies and make the same available to students, scholars and teachers for studies and research. The rare books were mostly published in the colonial period while the *punthis* were produced in the pre-colonial era. Some of these *punthis* and rare books possessed by the library are mentioned below:

Title	Author	Publisher	Year of Pub.	Copies
<b>Punthis</b>				
<i>Nari Bigyanam</i>	-	-	-	1
<i>Ayurveda</i>	-	-	-	1
<i>Rajvallav</i>	Narayan Das	-	-	1
<i>Pingal Sutram</i>	-	-	-	1
<i>Mugdhabodhong Byakaranang</i>	Aswini Kumar Sen	-	-	1
<b>Rare Books</b>				
<i>A Record of Buddhistic Kingdoms Being an Account of the Chinese Monk FA-HIEN of His Travels in India and Ceylon</i>	James Legge	Clarendon Press	1886	1
<i>Kashi the City Illustrious of Benares</i>	Edwin Greaves	The Indian Press	1909	1
<i>The Sacred City of Hindus: An Account of Benares in Ancient and Modern Times</i>	M.A. Sherring	Trubnor & Co. and Patermoster Raw	1868	1
<i>The Growth of the Soul</i>	A.P. Sinnett	The Theosophical Society	1905	
<i>The Heroes Five</i>	R. Greeven	The Pioneer Press	1898	
<i>Hindu Tribes and Castes</i>	M.A. Sherring	Thacker & Spink	1872	
<i>Vizier Ali Khan or The</i>	-	Spottiswoode & Co.	1871	

<i>Massacre of Benares: A Chapter in British Indian History</i>				
<i>A Letter to the Brahmos- from a Converted Brahman of Benares</i>		The Allahabad Mission Press	1868	1

The library also has special reports including the Census of India and select copies of old journal volumes like *Bengal Past and Present* (1923-38).

Additionally, the University has a precious collection of digitised materials from the Archive on Tribal History and Culture, a project completed by School of Cultural Texts and Records, Jadavpur University in collaboration with our University.

The library also has a section on various knowledge resources including books, magazines and study materials for the preparation of students for NET and SET examinations as well as various competitive examinations.

The library has 30 computer terminals with internet access, devoted to students for accessing the online catalogue and e-copies of rare books, reports and other knowledge resources.

#### 4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>



**4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)****Response:** 21.76

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
64.316	0.029	4.03	40.342	0.075

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

**4.2.5 Availability of remote access to e-resources of the library****Response:** No**4.2.6 Percentage per day usage of library by teachers and students****Response:** 13.23

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

Response: 115

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.2.7 E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

**Any 5 of the above****Any 4 of the above**

**Any 3 of the above**

**Any 2 of the above**

**Response:** Any 2 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Give links or upload document of e-content developed	<a href="#">View Document</a>

### 4.3 IT Infrastructure

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

**Response:**

WBSU has state of art Local Area Network (LAN) connectivity. The main server providing seamless connectivity across the campus is situated on the third floor (room no 423) of the Academic building. It is equipped with 512 GB RAM and is directly connected to external world via National Knowledge Network (NKN) with 1 GBPS connectivity. This provides a unified high speed network for the University since 2015. For high quality connectivity across the campus the University has 10GBPS connectivity across the switches and there are 32 switches installed, which are directly connected to the server via optical fibre network totalling 3300 meter. All the rooms of Academic, Administrative and Laboratory buildings, and Girls and Boys hostels have approximately 800 IO boxes as LAN points totalling about 22833 meter of CAT-6 cable. Switching modules are installed in every wing and are directly connected to the main Server via optical fibre to achieve 10 GBPS connectivity. The University has around 50 Access Points (AP) distributed across the campus for smooth WiFi connectivity with access categories like administrator, faculty, staff, researcher, students and guest with requisite authentication system.

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio

**Response:** 1.94

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line) ?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 5.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
108.34	98.49	107.52	66.05	66.27

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

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

##### **Response:**

The University has appointed sufficient support staff for overseeing the maintenance of buildings, classrooms and laboratories. The University Engineer and support staff with specialization in electrical, civil, air conditioning, etc. are part of this team. The Public Works Department of Government of West Bengal has an office within the campus to oversee the maintenance of electrical infrastructure. A dedicated team of plumbers, carpenters and other personnel provide round the clock service to various Departments. They oversee the maintenance of buildings, class rooms, laboratories, hostels, etc. Regular renovations in civil works, painting, air conditioning and electrical works are carried out as per site condition either to accommodate the new equipment or to facilitate academic as well as research projects requirements. The uninterrupted supply of electricity is maintained with three backup generators. Additionally, air-conditioners and specialized equipments are under Annual Maintenance Contracts with suppliers and companies for the repair and maintenance. Log Books are maintained by the departments to ensure proper functioning of various high-end equipments.

Some facilities like house-keeping and gardening have been outsourced to professional agencies. Mechanized cleaning of the campus, including roads, classrooms, labs, seminar halls, playgrounds etc., is done by contractual employees as and when required. Adequate security measures are in place to ensure safety and security of the campus. Electronic surveillance through 24 hours CCTV coverage is available in addition to security personnel, recruited from professional agencies. The University campus is well protected with boundary wall.

To improve the physical ambience of the campus, several initiatives are taken from time to time. Some of these are:

- Periodic painting and white washing of building and labs
- Tree plantation drives
- Proper disposal of waste

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 24.79

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
518	226	188	0	0

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 4.95

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
17	38	45	30	42

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development

- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and Meditation
- 8. Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

**Response:** 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**

**Response:** 1.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	8	13	11	18

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

**5.1.5 The institution has an active international students cell to cater to the requirements of foreign students**

**Response:**

West Bengal State University has a duly constituted International Students' Cell to cater to the requirements of the foreign students joining WBSU to pursue their higher studies. The committee comprises a senior professor who acts as the Chairperson, along with few other teaching and non-teaching employees of the university. Heads of the Departments having foreign students on their roll are also ex-officio members of the cell. The Cell interacts with the foreign students and assists them to fill-up the 'S' Form, i.e. the Student Information form which is a primary requisite of the student to become bonafide student of the University. The cell also helps them complete formalities for procuring the education visa. The Cell also assists the foreign students to fill-up the FRRO, i.e., Foreign Regional Registration Office form and submit it to the competent authority. The documents produced by the foreign students, including the mark sheets and domicile certificates are placed before the International Students Cell for proper authentication from time to time so that the foreign student can register himself as an International Student in WBSU.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

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

## 5.2 Student Progression

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

**Response:** 15.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
83	123	93	63	71

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 2.83

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 18

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 24.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
49	168	87	78	81

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

2018-19	2017-18	2016-17	2015-16	2014-15
495	412	352	345	332



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

### 5.3 Student Participation and Activities

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

**Response:** 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	3	1	0

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

#### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

**Response:**

West Bengal State University has an active Student Council in the form of a Students' Union. Being an elected body it acts as a representative body of the students of the University. It looks after the interests and welfare of the students of the University and interacts with the administration with regard to student-related issues. Although the Students' Union is not represented in the highest bodies of the University like Court or Executive Council in conformity with the Government regulations, it actively supports various academic bodies and committees of the University to function smoothly in the interests of the students. In matters of admission, free studentship, scholarships, foreign student welfare, academic infrastructure, students' grievances, anti-ragging drive, placement, etc. the Students' Union plays a pivotal role. The office bearers of the said Union remain in constant touch with the students and academic Departments on the one hand

and the administrative authorities on the other to facilitate teaching-learning process and research activities. To address student grievances it meets the administrative authorities regularly and submits deputation as and when required.

Organising sports meets and cultural programmes constitutes one of the most important functions of the Union. It organises annual sports meet for students and non-teaching staff. It also organises various cultural activities such as *Saraswati Puja*, *Vasant Utsav*, Freshers' Welcome, and annual social function. The Union also celebrates the days of national importance including the Republic Day, the Independence Day and the Language Day, and birthdays of great Indian personalities like Mahatma Gandhi, Netaji Subhas Chandra Bose and B.R. Ambedkar. The Union takes special care to maintain a green campus by planting trees, making special drive to make the campus plastic free, and spreading awareness about waste management. The Union also engages in various charitable activities such as distributing student aids and dresses to poor school children of the locality and arranging blood donation camp.

The Students' Union of the University works in tandem with the academic Departments and the administration to foster a quality academic culture in the University and extend the impact of the University in local society.

### 5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

**Response:** 4.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	2	2	6

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years**

**Response:**

Any academic institution is known by the alumni it produces. Although West Bengal State University is a

newly born university and is still at a nascent stage of development, the University has a strong alumnus who are well placed in different academic and industry professions. Many of the alumni are serving in teaching posts in different schools and in Higher Education Institutions (HEIs). A sizeable portion of the alumnus are engaged in higher studies in different reputed research institutes and Universities both in India and abroad. A sizeable portion of the alumnus are also serving in the Corporate Sector in a professional capacity. In some of the Departments like Zoology, Psychology, Education, Hindi, Chemistry, Journalism & Mass Communication alumni meetings and get-togethers are held from time to time. In fact, the alumni association of the Zoology Department is a registered body. The Departmental Alumnus extends all sorts of cooperation to the present students and acts as a liaison between the past and the present.

The WBSU Alumni Association of the University has recently been formed. The registration process is currently underway and we sincerely believe that once it is completed it shall function as the nodal point for the connect between the past and present students. The University has received a small financial contribution from some alumni. Many alumni have contributed to their Departments in terms of infrastructural support.

Given the fact that our first batch of students have graduated just 9 years ago, they need some more time to be financially stable to contribute substantially. The WBSU alumni have helped us in building a strong emotional 'WBSU' brand. The University is hopeful that with the new Alumni Association in place, we shall be able to receive generous financial assistance in future.

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

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

**Response:** <5 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Alumni association audited statements	<a href="#">View Document</a>

#### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

**Response:** 1

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

<b>File Description</b>	<b>Document</b>
Report of the event	<a href="#">View Document</a>
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

**Response:**

West Bengal State University was set up 10 years ago with the ideal of *Lakshya Viswamanam*. For an institution, located at the margins of the metropolis and catering to the hinterland of North 24 Parganas, the attainment of an international academic standard implied a transcendence of the local to the global. This could never have been possible without an effective administration (the different bodies are laid down in the University Act and Statute) which is a result of the active cooperation at administrative and academic levels.

Under the provisions of the WBSU Act, the Court is the highest authority and has the power to review the actions of the Executive Council (EC). The composition of the Court and the EC, as per the Act, has adequate representation from all stakeholders. The EC initiates proposals for making statutes and ordinances, makes necessary recommendations to the court after consulting with the concerned bodies, and oversees the functioning of the different Departments of the University and its affiliated colleges. It also recommends the creation of different posts of the University to the Government of West Bengal and after due approval, the University appoints the different teaching, non-teaching staff as well as officers of the University, fixes their emoluments and defines their duties. It recommends to the court the conferment of degrees, diplomas, certificates etc. The EC, in consultation with the Academic Departments and Office of the Controller of Examination formulates necessary regulations.

Teachers and members of the administration are represented in the committees of the University such as the IQAC, the Academic Committee, the Finance Committee, Purchase and Tender Committee, the Library Committee, the Internal Complaints Committee, the Anti-Ragging Committee, the Equivalence Committee, the NSS Cell, the Sports Board, the Students Welfare Committee, the Website Committee, the Welfare of Backward Castes and Tribes Cell, and the Space Committee.

Each Department has a Board of Research Studies to administer M.Phil and Ph.D programs, and separate Boards of Studies at UG and PG levels to oversee the functioning of the academic activities. All these Boards consist of external and internal members as per statutory provisions, and the meetings of the Boards are convened by respective chairpersons. The Departmental Committee looks after the regular departmental matters.

The IQAC of WBSU has been constituted as per UGC norms and consists of internal and external members. It oversees matters related to the teachers' professional growth and quality of their academic work. On the basis of IQAC recommendations, all quality initiatives of the University, in addition to promotion of teachers under the CAS scheme, are effected.

#### 6.1.2 The institution practices decentralization and participative management

**Response:**

The University has always believed in the concept of participative decision making in its regular management. An example is the implementation of the Choice Based Credit System (CBCS) at the University at both UG and PG levels, the technical details and modalities of which were framed through effective participation of all the Faculties. The process of implementing CBCS at the PG level was smoother compared to its introduction at the UG level because the PG Departments at WBSU adhered to the credit system since inception. Several meetings were held with the Heads of the various Departments to explain the course structure, the division of marks and the method of evaluation. As with the PG level, a set of Regulations was also framed by the University teachers pertaining to the curriculum, examination and evaluation under CBCS for the UG level. Uniformity and parity between the University Departments were maintained without compromising their individual identities. The Internal Quality Assessment Cell played an important role in the implementation of the CBCS at the PG level. The feedback received from the students, in particular, with reference to the course content and introduction of new courses was also taken into consideration during the process of restructuring the PG syllabi. Courses in different subjects have been designed to equip students with professional skills, in keeping with local needs and market demands having potential for employability. Specific areas of strengths and expertise of the Departments were kept in mind while framing the AECC, SEC and DSE courses. The syllabi of GEC were specifically designed by the Departments keeping in view the interdisciplinary nature of the curriculum thereby offering the students a wide range of choices.

For the UG level, each University Department held one or more workshops for the faculty of the affiliating UG colleges to explain the intricacies of the CBCS, and feedbacks were sought from them. These feedbacks were analysed by the Undergraduate Boards of Studies of different Departments to frame the CBCS syllabi. Specific local needs and limitations of the colleges were kept in mind while framing courses such as AECC, SEC and DSE. A group of University teachers were entrusted with the responsibility of framing the Regulations for the UG-CBCS curriculum, examination and evaluation. As the new system has been implemented, it is under constant vigilance of the Boards of Undergraduate Studies and steps are being taken, in consultation with the teachers from UG colleges present in the Boards, to modify and improve various aspects of the programme without violating the stipulations of the UGC.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

West Bengal State University came into existence in 2008 at Berunanpukuria village of Ichhapur-Nilganj Gram Panchayat of Barasat-I block in North 24 Parganas. The Institution is situated just 7 km off from Barasat town and 1.5 km from the Barasat-Barrackpore Road. Located on the margins of the metropolis of Kolkata and catering to the needs of the hinterland of North 24 Parganas, this University has devised certain strategic plans over the years to foster an academic ecosystem of effective intellectual and social

communication with the stakeholders of its catchment area, resulting in its uplift.

A study conducted by the Department of Geography in 2017-18 has identified some specific areas in which the University has realised its goal of strategic development of its vicinity, which has in turn sustained the growth of the Institution. These areas are: changes in patterns of land use, impact of the University on the educational growth, and improvement in transport and communication. This project is a continuation of the work done in Berunanpukuria and surrounding villages since 2010. The data gathered over the years help us understand the impact of the University in a conclusive manner. A comparison of the data of 2010 and 2018 confirms that this University has a significant impact on the socio-economic landscape of the area in terms of academic awareness, level of education, occupational structure, employment, transportation system, infrastructure and living standard.

The University, in collaboration with its affiliated colleges, has organised various academically rewarding and socially relevant activities like Youth Parliament, visit of students from local schools to the University, NSS programmes and sports and cultural activities. More importantly, ancillary higher educational institutions (HEIs) have grown centring the University, transforming the area into an educational hub. Furthermore, it has encouraged economic activities through growth of eateries, sweet shops, photocopy centres, students' hostels and messes. It has also offered employment to local labours, mechanics, carpenters etc. strengthening the socio-economic base.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

#### **Response:**

The University Court is the highest decision making body followed by the Executive Council. The organisational set-up of the University is as per University Acts and Statutes. The different authorities through which the University effectively plans and shapes its vision, and realises its commitments are: The Court, the Executive Council (EC), the Vice Chancellor, the Registrar, the Controller of Examinations, Academic Departments, the Inspector of Colleges, the Deputy Registrar, Various Committees as per Acts & Statutes.

The Court is the highest authority of the University and H.E. Governor of West Bengal, the ex-officio Chancellor, presides over the Court. The composition and functions of the Court are defined in the Acts and Statutes. The EC initiates proposals for making statutes, ordinances; makes necessary recommendations to the Court after consulting with the concerned bodies; regulates the functioning of the affiliated colleges, University Departments, libraries and laboratories; creates posts of officers, teachers and employees after due concurrence from the Government of West Bengal, appoints them, fixes their emoluments and defines their duties; recommends to the Court the conferment of degrees, diplomas,

certificates etc. and makes regulations related to examinations etc. The Vice Chancellor has the general responsibility of maintaining and promoting the efficiency of the University, and to see that the provisions of the Act, Statute, Ordinances and Regulations are duly observed and decisions taken by the University authority are maintained.

The Registrar is under the direct control of the Vice Chancellor and the Court, and is the custodian of records and seal of the University. He takes administrative decisions under the direction of the Vice Chancellor and executes plans for the development of higher education as per UGC recommendations from time to time.

The Controller of Examination looks after the UG and PG examinations and publication of results. The Inspector of Colleges is in charge of the affiliation and functioning of UG colleges, and inspection and maintenance of records in relation thereto. The Finance Officer is in charge of the financial component of the University and is advised by the Finance Committee.

Every Postgraduate Department has a Departmental Committee where all decisions pertaining to Departmental matters are taken. The Departmental Committees comprise all teachers of the Department working in substantive posts. The Head, as the Convener of the Departmental Committee, is responsible for maintaining quality and effectiveness of all the Departmental activities and oversees the various academic and administrative activities of the Department.

Each Department has a Board of Research Studies and Boards of Studies for both UG and PG levels, which supervise the functioning of all the academic pursuits. The Boards of Studies of each Department are constituted by members of the respective Departments working in substantive posts, and external members are selected by the Vice-Chancellor on recommendation of the Departmental Committees for a period of four years. Besides this, the University statute also has provisions for several committees and cells.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the University webpage	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

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

All 5 of the above

Any 4 of the above



**Any 3 of the above**

**Any 2 of the above**

**Response:** Any 4 of the above

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

#### **6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**

**Response:**

The University believes in participative decentralised democratic decision-making process. One such example/ activity is enumerated below:

The Space Committee of the University was formed for equitable distribution of the newly constructed classrooms and laboratory space in the new Academic and Laboratory buildings among academic Departments of the University. It had to address the challenge of accommodating 31 Departments within the available space. It had representatives (Professors, Associate and Assistant Professors) from various Departments and it held regular meetings to discuss and recommend modalities and measures for the effective distribution, management and maintenance of space in the University. It followed a policy of fair, impartial and democratic distribution of the space available in the above-mentioned buildings of the University and has also reviewed from time to time the special requests made by the individual Departments with an egalitarian outlook. It also suggested resource sharing as and when required to make optimum utilisation of space.

Accordingly, the rooms available in the University Academic and Laboratory buildings were distributed among the several Science Departments keeping in mind their respective provisions for the dry and wet laboratories. The Science Departments receiving DST-FIST & DBT-BOOST grants were given at least nine adequate units so that they can effectively manage their extended infrastructure and promote quality research. In case of Arts and Commerce Departments, at least six units were given to each Department. The Departments with student strength of more than fifty were given bigger hall-like classrooms so that they can accommodate the students comfortably and hold special lectures in the Department itself. The Committee has also kept space provision in the topmost floor of the University to cater to future needs. All the Departments have provisions for at least one ICT enabled classroom and there is space for seminar room in each floor. The entire first floor of the Laboratory building is utilised for the central library of the

University. The members of the Space Committee had physically visited all the floors of the Academic and Laboratory buildings, and had also ensured that all the space is used and utilised effectively for academic purposes. There were also provisions for a museum, gymnasium and a students' common room, which have become functional. All the floors have adequate number of bathrooms for both teachers and students. The University had given complete autonomy to the Space Committee and implemented its recommendations.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The University, being a public funded institution, is governed by the laws of the Government of West Bengal. It follows all welfare measures as laid down in the government rules and regulations. Keeping the above in mind the following welfare measures have been initiated and implemented by the University.

- The Teaching faculty are registering themselves in the West Bengal Government Health Scheme through a dedicated portal developed by the Government of West Bengal.
- The Non-Teaching staff are entitled to the *Swashthya Sathi*, a programme of the Government of West Bengal.

The University has also been running a self-funded Health Centre in the campus for the last six years. The teachers, officers and staff are facilitated by this welfare measure. The employees of the University also enjoy all pensionary benefits as per rules of the Government of West Bengal.

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

Response: 21.72

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

2018-19	2017-18	2016-17	2015-16	2014-15
19	14	17	18	23

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

### 6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

**Response:** 9

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	26	1	2	2

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 12.82

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
10	9	9	6	20

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

#### Response:

Performance appraisal of teaching staff of the University is accomplished through a three-tier method—

**1. Performance Appraisal through CAS** – Teachers are requested by the IQAC to submit the yearly account of their work with corresponding API score as per the UGC template as part of their CAS applications. These applications are then thoroughly evaluated by the IQAC and on meeting all required parameters, teachers are recommended by the IQAC for promotion.

**2. Students' and Parents' Feedback** – Student and parent feedback have been introduced by the IQAC for evaluation of the teachers' performance in the teaching-learning process. On the basis of the suggestions received, the CBCS curriculum at the PG level has been devised.

**3. Academic Audit** – Another mode of assessing the Departmental performance is through academic audit. External subject experts are invited to evaluate the performance of the teachers and the Department as a whole. After identifying lacunae in the teaching-learning process and in the domain of research, the experts advise the Departments to overcome their respective shortcomings.

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The University has been undergoing annually the practice of statutory audit. A mechanism for internal audit has also been put in place. The University has been amenable to Audits conducted by State Accountant General and the Internal Audit is carried out by the identified, approved and designated Auditors by appointed by the appropriate authority. The Audit reports are open to scrutiny and comments by the Department of Higher Education, Government of West Bengal. The financial records of the University thus remain transparent, and there are checks and balances in place. It ensures integrated, healthy and streamlined practices for the finances of the University resulting in robust funds and assets,

accessible in need.

Regular statutory audits as well as internal audits conducted periodically puts under scrutiny all the financial heads (planned and non-planned), including government projects and other government funded schemes. The University has a system of well-arranged maintenance of related financial records like stock register, asset register, vouchers, bills, tender register and records of relevant meetings. Fund utilisation is always reported to the relevant authority of the Grant, and any subsequent queries are immediately responded to the best of satisfaction and resolution. All budgetary and financial matters of the University are reported to the Finance Committee and approved from the Executive Council as per the statutory provisions.

The University always addresses to the its best of ability to address every possible Audit para of objection or incongruity, and rectify all probable limitations and gaps, if pointed out, in a time bound manner. The University follows all regulatory practices and complies with all ethical requirements for preserving its financial records and statements from any material misstatement. Internally, the Finance section of the University operates by streamlining workflows and processes by designating responsibilities and thereby, progression of work is checked at regular intervals, and accountability ensured. The University carefully takes into consideration any/ all feedback from all its stakeholders to improve performance and optimize resource utilization.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response: 2.6**

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

2018-19	2017-18	2016-17	2015-16	2014-15
2.6	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

This University is public funded, not a technological University and new options for resource mobilisation are few. The University has three broad areas of resource mobilisation.

**1. Competitive extramural funding:** Faculty members are encouraged to actively seek competitive extramural funding for research infrastructure and research activities. Accordingly, the University has, within 5 years of its existence, secured DST-FIST infrastructural support for three of its departments. Other similar infrastructural supports have been received from DBT, Govt. of West Bengal and DST, Govt. of West Bengal. Individual faculty members have secured competitive funding to the tune of INR 10 crores (approx) for research activities from various central and state government funding agencies.

**2. Industry-academia funding:** Industry funding as a part of Corporate Social Responsibility (CSR) is yet to reach its full potential. Some initiatives like instituting of fellowships, etc. have been started. As each corporate funding programme has to be approved by the government, some corporate funding initiatives could not be activated due to policy issues. Foreign fund inflow has recently been possible due to commencement of Korean language course by King Sejonz Institute, Republic of Korea. Royalties from book publishers are also being earned by the University. MoUs have been inked for earnings from consultancies (*viz.* Department of Botany) and others are on the anvil (for novel molecules from Department of Zoology).

**3. Government funding:** This constitutes the bulk of the funding. Funding opportunities are actively pursued and utilisations submitted in time to enable further fund inflow. The University has the unique distinction of being certified as an effective and efficient utiliser of RUSA funds from the government resulting in prompt inclusion in the next cycle. Furthermore, due diligent audit and maintaining of necessary statutory records by the Finance Department of the University including statutory books, stock records, asset records, tenders and quotation records, bills, vouchers, etc. entail the smooth flow of government funding on a periodic basis.

## 6.5 Internal Quality Assurance System

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

#### Response:

As per National Assessment and Accreditation Council (NAAC) guidelines every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance

measure. Since quality enhancement is a continuous process, the IQAC becomes a part of the institution's system and works towards realisation of the goals of quality enhancement and sustenance. Although we were not mandated by the UGC to constitute a IQAC, we had formed the cell in 2014 in tune with our vision of excellence an enshrined in the University's motto.

The two practices institutionalised by the IQAC for maintaining academic quality are:

1. **Academic Audit:** The process of academic audit of the Departments has been initiated from the year 2019. IQAC framed the format and modalities to enable the individual Departments to understand their strength, weaknesses and challenges. On the basis of this format, the IQAC arranged for academic audit of the various Departments. External subject experts were appointed to assess the Departments and advise them on areas of improvement. Records of audits are maintained by the IQAC.
2. **Career Advancement through PBAS:** The IQAC deploys a rigorous method to check the academic performance of the in-service teachers and evaluate their quality for promotion under the Career Advancement Scheme. It assumes a two-tier method to evaluate the applications of the teachers. The in-house members of the IQAC first examine all the categories and corresponding API scores thoroughly. Incomplete or flawed applications are then returned to respective teachers with necessary advice for correction and subsequent resubmission. The accepted applications are sent for final evaluation in the formal IQAC meeting which involves three external experts. After final evaluation the applications are recommended for promotion. Steps are taken by the IQAC Director, in consultation with the Hon'ble Vice Chancellor, to constitute the screening/selection committees for granting promotion. Such structured screening/selection system is adopted by the IQAC to ensure that every possible effort is made for an impartial and just assessment of teachers' academic performances.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

#### Response:

The University has a vibrant IQAC since 2014, which regularly interacts with the teachers of the University for reviewing the teaching-learning process through a participative mechanism. This has resulted in a decentralised and interactive decision-making process. The following two examples are manifestations of the role of IQAC in improving the above mentioned parameters.

1. Feedback system from stakeholders is an integral part of any self-learning process. The University had since its inception informally carried out such feedback analyses in the different Departments.

However, in order to bring uniformity and to improve the quality of the teaching-learning process, IQAC has made it mandatory for all the Departments to take part in this feedback system. As a result of this initiative, feedbacks forms for parents, students, alumni and teachers were designed and introduced by the IQAC. These forms are structured in such a way that both qualitative and quantitative aspects of the curriculum are assessed keeping the identity of the respondent anonymous. The PG syllabi under the CBCS system were framed by various Departments on the basis of the suggestions offered in the feedback.

2. UGC has mandated the implementation of CBCS both at the PG and UG levels of study. In order to implement the same, IQAC has taken a leadership role for smooth transition. The general structure of the CBCS PG course was framed by the IQAC involving all the teachers of the University. A number of interactive workshops with the different Departments were organised to formulate a uniform structure, keeping the individual identity and uniqueness of the Departments intact. The Regulation for Postgraduation courses under CBCS was also formulated by the IQAC. The success of the effort is manifested by the fact that different PG teaching Departments of the UG colleges under our University have adopted the new syllabi for their courses. Therefore, the IQAC dynamically evaluates the teaching-learning process, methodologies and learning outcomes at regular intervals impacting a large number of students.

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 7

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
28	2	2	2	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

### 6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**



**5.NBA or any other quality audit****Any 4 of the above****Any 3 of the above****Any 2 of the above****Any 1 of the above****Response:** Any 3 of the above

<b>File Description</b>	<b>Document</b>
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)****Response:****Development in the Teaching-Learning Process:**

Diversification of the academic programme has been attempted through the introduction of new courses in all disciplines being taught in the University. ICT enabled teaching and learning aids, Smart Boards, Smart Classrooms have been installed and used. Internet connectivity is extended to all the Computers in the Departments as well as Laboratories for ease of access to information. A comprehensive and continuous mode of evaluation has been adopted through various schemes of screening.

**Process of Admission**

The entire process of admission is made online and digitised to facilitate ease of access and ensure transparency. The number of seats has been enhanced to serve quality education to an increased number of students. Diversity of student intake from different Universities are maintained through reservation of 40% of the seats from other Universities. The number of students has increased from 676 in 2014 to 755 in 2019.

**Students' Development**

There has been a consistent improvement in the examination results. An increase in the number of doctoral degrees over the years is a significant indicator showing students' elevated academic involvement. Also, a substantial increase in the number of successfully placed students, in various colleges, universities and companies, has been recorded.

### **Faculty Development (Quantitative and Qualitative)**

There has been an increase in the number of faculties in the last five years. Various Departments of WBSU have conducted a number of faculty development programs including national and international conferences, seminars, workshops and special lectures of eminent scholars. A steady and regular process of promotion of the faculties under Career Advancement Scheme has been maintained by the Internal Quality Assurance Cell. The Departments ensure a constant assessment of their performances through External Quality Assurance Checks through conducting yearly Academic Audits.

### **Research**

A steady increase in the number of publications of the faculty members has been identified. Host of collaborative activities have been conducted in the field of research. Collaborations and linkages have been developed with national and international agencies, institutions and industries in terms of exchange programmes, projects, sharing of research facilities for internship, and on-the-job training.

### **Infrastructure**

During the last five years the physical infrastructure of the University has developed remarkably. Three additional blocks with facilities of lift, ramps and restrooms for differently abled, and boys' and girls' hostels have been constructed. Boundary walls and service roads have been built to ensure security and better connectivity. Solar panels have been installed on the terrace of various buildings to encourage use of alternative energy source. Modest canteen facilities are also available. The campus has been made Wi-Fi compliant to provide uninterrupted internet connectivity.

### **Environment**

The campus is surrounded by lush greenery. There are many natural water bodies throughout the campus which helps sustain local biodiversity. The University follows the right methods of waste disposal.

### **Value Orientation**

The University attempts to uphold the values of gender-equity through awareness programmes and

academic orientations. The value of environmental sustainability is emphasised through planting of trees and rain-water harvesting.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 21

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	7	0	3	6

#### File Description

#### Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

**Response:**

##### a) Safety and Security

The University has in place a well-defined policy and required infrastructure to ensure a safe and secure environment in the campus. The Institution follows a zero-tolerance policy regarding sexual abuse and severe punishment is meted out to offenders. The Internal Complaints Committee receives complaints through Complaints boxes situated prominently in common areas like the lobby of the Administrative Building.

Security guards are employed by the University from companies with references from reliable sources. To ensure safety, the University has well-lit corridors, compound and bus stop within the campus.

Regular workshops and seminars are organised to spread awareness regarding gender rights and abuse. Some of the issues highlighted in these programmes include gendered violence, sexual/reproductive health and rights, girl child trafficking, self defence for girl students, women and crime, legal rights of women, women's safety, etc.

A Gender Studies Research Group was formed by interested faculty in 2015. This was formalised on 4th

April, 2016. Programmes such as the following have been arranged by this group:

1. Workshop on 'Sexual Harassment and Higher Education Institutions' for the Undergraduate teachers of affiliated colleges was organised by Gender Studies Research Group on 14.09.2016. This was in accordance with UGC directive to initiate and ensure wide circulation of the regulations governing sexual harassment in higher educations.
2. A Value-added Course on Gender and Sexuality Sensitization programme was organised by was organised by Gender Studies Research Group 24th-29th June, 2019.

#### b) **Counselling**

The University has organised a few formal sessions of counselling on awareness and sensitising gender issues. However, students of our University are still hesitant to approach formally for counselling sessions, and thus the process followed is often an informal one. Students who suffer from depression or examination-phobia are identified by teachers (or they may themselves seek help) following which, they are either counselled by the teacher, or introduced to the faculty at the Department of Psychology.

A more subtle form of counselling is done in the guise of mentoring for academics. The tutorial/ mentor-mentee structure followed by all Departments enables the teachers to be closely associated with the students and carry out personal counselling as and when required.

#### c) **Common Room**

The Institution does not have a gender-segregated Common Room but does have a space where students can sit, read, play games and relax. The room has, displayed on its walls, quotations on gender equality from famous women freedom fighters and other great women personalities, so as to sensitise students to gender equity. The posters displaying such quotations along with pictures of great Indian women are provided by the Gender Studies Research Group.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response:** 29.9

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 281160

#### 7.1.3.2 Total annual power requirement (in KWH)

Response: 940404

File Description	Document
Details of power requirement of the university met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 18.13

##### 7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 62463.3

##### 7.1.4.2 Annual lighting power requirement (in KWH)

Response: 344529.9

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

The University has in place a policy of waste management in the campus carried out through various means and measures.

#### **Solid waste management**

1. The University has an agreement with Medicare Environmental Waste Management Pvt. Ltd Value (formerly known as M/s SembRamky Environmental Management Pvt Limited), last renewed on 1st October 2017, to dispose of the Laboratory wastes of Life Sciences Departments in accordance with rules.

The vendor provides the services of collection, proper segregation, treatment and disposal of bio-medical wastes generated by the University laboratories.

2. To create awareness regarding the need for segregation of waste among students and staff, Department of Geography organised a value-added course on “Ecology and Sustainable Waste Management in collaboration with IQAC from 24.06.19 to 28.06.19. The resource persons included eminent subject experts such as Ms. Almitra Patel (Member, Supreme Court Committee for Solid Waste Management), Prof. Tapas Ghatak (IIT, Kharagpur) and Dr. Kalyan Rudra (Chairman, West Bengal Pollution Control Board).

3. Segregation of solid waste at source has recently been introduced. Earlier, the solid waste used to be carried off in a battery-powered auto rickshaw and disposed off in Barasat Municipality designated vats.

The campus has been declared a plastic-free zone since UGC- 12B inspection in June 2015. This is still in practice and in keeping with the rules laid down by The Solid Waste Management Rules of Govt. of India, 2016. Signages to make students and staff aware of the same are displayed on the campus.

**Liquid waste management** – The liquid waste of the University is carried through the sewage system to the University’s many septic tanks, with each tank catering to a cluster of toilets. The liquid effluents from the laboratories are drained into a chamber where, after preliminary filtering following standard procedures, the liquid is drained into the main sewage system.

**E-waste management:** Since the University is relatively young, not much e-waste has been generated as yet. It is still possible to repair and recycle our old computers and other gadgets for use.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

The rainwater from the roof of the Old Building of the University is channeled into the rainwater harvesting structures installed besides the building. The Rainwater Harvesting system was set up by the District Administration Centre of the Department of Environment, Government of West Bengal. This was done as a demonstration of Rooftop Rainwater Harvesting System in 2015, at an approximate cost of INR 475000.

The rainwater is collected in large reservoirs to the west of the building where the toilets-section of the Old

Building is situated. In the beginning the collected rainwater was used to recharge the ground water. Plans are on to connect the reservoir to the adjacent toilets so that the water can be used for sanitation purposes. Plans are also being made to construct a drinking water facility attached to these structures after the necessary purification of the collected rainwater.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

#### Response:

#### Eco-friendly transport

The University, uniquely situated in a rural backdrop, has the natural advantage of having a green environ. It tries its best to maintain the same and promote a quality culture of green practices. To reduce our carbon footprint, the modes of transport, used by the students, staff and faculties, include: bicycles, public transport and shared pool cars.

The University has constructed a bicycle stand and pedestrian-friendly roads to encourage the use of eco-friendly modes of transport.

The use of battery-powered, non-polluting *Toto* rickshaw is a popular mode of transport among the students and visitors to the University. The University authorities have established a friendly rapport with them by felicitating them as 'friends of our University'.

#### Plastic-free campus

Efforts have been continually on to keep the campus plastic-free since 2015 through display of signages on the campus and purchase of eco-friendly plates and cups. Since much eco-damage occurs after the large gatherings that take place at seminars and conferences, the University purchases eco-friendly plates. They are also encouraged to organise the lunch, etc. as buffets so as to reduce wastage.

The packaging of the examination scripts are also done through paper packets.



### Paperless office

With the aim to encourage a paperless office, about 70% of the Departmental activities of the University are done digitally. This includes the collation of examination marks from the various Examiners by the Heads of the Departments after every examination and the despatch of the marks to the Controller's Office. Much of the correspondences regarding the recommendations/ decisions taken in different meetings are transmitted via digital medium. All inter- and intra-Departmental correspondences are done digitally. The University authority too follows and promotes a policy of electronic communication to its various stakeholders.

Paper notices/letters are, however, still used for purposes such as final declaration of results,

Government Orders/ notices for University Court/Executive Council meetings, etc.

### Green landscaping with trees and plants

The West Bengal State University is situated in the heart of natural water bodies and fields, and there has been a conscious endeavour to retain the natural water bodies and confine building constructions to the landed area. The University follows the practice of planting trees of local habitat on the campus. It also plants trees which are abodes of migratory birds. However, the University does not interfere with the fauna of the ponds and therefore refrains from paving the banks as much as possible

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

**Response:** 0.02

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.895	0.301	0	0.383	0.344

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**

**Response:** 5

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 7

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	0	1	0

File Description	Document
Report of the event	<a href="#">View Document</a>

### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

### 7.1.13 Display of core values in the institution and on its website

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** No

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 7

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	4	0	2	0

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

#### **Response:**

The University is conscientious in its efforts to inculcate among the students a sense of national pride and self-respect as citizens of independent India. To fulfill this purpose, it celebrates every year two most central events of national importance, viz. Republic Day of India and Independence Day of India.

Inculcating a sense of pride in our history in the minds of our students is always better served, not through the abstract ideals of the republic and independence, but through an awareness of the many astonishing facts and stories of bravery and nobility in the lives of our great leaders. To make these ideals concrete and recognisable in real life, the University celebrates every year the birth anniversaries of great Indian personalities who fought for our independence and taught our country the ideals of equality, respect for others and sacrifice. These personalities include Netaji Subhas Chandra Bose, Bhimrao Ambedkar, Mahatma Gandhi and Sarvapalli Radhakrishnan.

All of these days are celebrated institutionally. The NSS plays an active part in organizing these events. The Vice Chancellor hoists the Indian national flag at these events and national anthem is played.

It would be worth mentioning that many of these birthdays are also celebrated by some Departments individually. Radhakrishnan's birthday, in particular, is celebrated with the students taking the initiative, as a celebration of Teachers' Day. The birthdays of Bhimrao Ambedkar, Subhas Chandra Bose and Mahatma Gandhi are mentioned and their lives discussed in the class. Most of the Departments of the Humanities and Social Sciences have also included in their syllabi the contribution of these leaders to the making of our country.

### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

#### **Response:**

The University attempts to maintain maximum transparency in matters financial, academic and administrative.

**Financial matters:** Financial audit is conducted annually. All matters related to finance are first placed before and passed through the Purchase & Tender Committee and/ or the Finance Committee, as the case

may be, and then ratified by the Executive Council.

**Administrative matters:** All regulations pertaining to admissions, examinations and course regulations are displayed on the website. The entire admission process is done online. All details of fees, schedules, etc. are prominently displayed on the University website.

**Academic matters:** Academic audit of Departments has become an integral part of the academic administration. The University follows the practice of showing the answer scripts to the students before the announcement of results to maintain optimum transparency and discourage parochialism.

All Boards of Studies and Research Studies consist of external members to ensure academic integrity and transparency.

**Other related matters:** The University has an RTI Cell which is easily accessible to all stakeholders. The link to RTI complaints is prominently displayed on the website.

The University has an Internal Complaint Committee (ICC), which meets regularly and the box for receiving any complaints of sexual harassment is placed at a prominent place in the administrative building.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

**Response:**

#### Practice Number 1

#### Title of the Practice

*Showing of Examination Scripts to Students Prior to Publication of Results*

The **objectives** are:

- ensuring optimum transparency in the examination system

- helping students learn from their mistakes
- diffusing the terror and awe surrounding the examination system by making visible how corrections and markings are done

The underlying **principles** of this practice are two-fold.

The first principle is that of fairness and justice: the practice we hope ensures that partiality and favouritism will be discouraged.

The second principle is that of good evaluation: through this practice it can be ensured that the examination system serves not only to evaluate the academic performance of the student, but also becomes another tool of teaching the student by a process of self-evaluation.

### **The Context**

One contextual feature that helped us to more or less successfully institutionalise this practice is that we are a new University with little baggage of past traditions. New policies and practices can therefore be put into effect without much opposition that is usually faced in older institutions.

The challenges in designing and implementation are many and we are yet to implement this practice in all the departments. It would be correct to say that we have successfully implemented this practice in 90% of the departments. The challenges may briefly be summarised as:

- initial resistance to change from the comfort of a conventional system,
- the examination system being decentralized in the initial years, the responsibility of implementation was left to the Departments.

### **The Practice**

The practice of showing the students their answer scripts after correction was begun by most of the Departments from the beginning in 2009. Most teachers welcomed this practice as one that would go a long way towards solving the problems of nepotism and as one that would diffuse the aura of fear and mystery that surrounded the examination system.

The feature is largely unique in our country as very few institutions, apart from the Indian Institutes of Management and a few Departments in the Indian Institutes of Technology follow this practice. No other University in West Bengal, to our knowledge, follows this practice.

Our experience over the years has proved that the **advantages** of this system far outweigh the difficulties involved in this practice. Besides the above listed objectives of transparency and better teaching, we have found that the practice vastly improves relationships between the teachers and the students. A far greater trust and understanding regarding the teachers and the education system as a whole is built up in the minds of the students. Many details of correction that would require lengthy comments written into the margins by the examiners can be far better communicated to the students when done so face to face, verbally. Timid students who are mostly uncomfortable with questioning teachers gradually learn that there is no defiance involved in enquiring the rationale of the marks given. We do believe that this will groom them into better citizens who can articulate their doubts and claim their rights later in their lives.

The main constraint faced in making this a practice followed in each and every department had much to do with the initial resistance to change. Most of the teachers were accustomed to the comfort of an established system. Some were both sceptical and anxious about the practice. The practice is now followed in 27 out of the 30 departments of our University. The 3 remaining departments have begun this from the last semester. The clear benefits of this practice have led the University to make it mandatory by institutionalising the practice in the Post Graduate Examination Rules, beginning July, 2019.

Another constraint was that in a few cases, the explanations given by the examining teacher did not satisfy the student, resulting in tears and anger. The new Rules institute both the showing of the answer scripts and a review process to ensure maximum justice in the examination system.

### **Evidence of Success**

The areas that this practice addresses, such as that of justice and teacher-student relationship, are areas somewhat intangible and not given to showing quantifiable results or targets.

One possible way of concretising our success has been the Students' Feedback Forms institutionalised in the past few years which show a very high degree of satisfaction and confidence in the teachers and the institution. This was amply vocalised by our students at the time of the 12B UGC-team visit when different groups of students from various departments repeatedly cited the goodwill and understanding that was shared between the teachers and the students. We do believe that much of this is due to the transparency of the examination system which forms the crux of education nowadays.

The other facet of the practice involves us teachers who cannot indulge in irresponsible correction habits because the transparency places us under the radar of our students' eyes. This has helped us in keeping ourselves in better form by discouraging lackadaisical attitudes and complacency.

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

Problems: The one problem we have encountered, though very infrequently, was when the explanations given by the examining teacher did not satisfy the student. This we are endeavouring to solve by institutionalising a review system along with the showing of answer scripts.



Resources: It is mostly the general will of the teaching community that is required to implement this practice.

## Practice Number 2

### Title of the Practice :

*Ensuring that students are involved in curricular and extra-curricular activities oriented towards local needs and addressed towards local problems*

The **objectives** are:

- sensitizing students towards local societal needs
- enabling students to appreciate the local biodiversity and ecology
- offering opportunities of higher education and employability to local youth
- grooming students to be responsible and dutiful citizens

The underlying **principles** of this practice are the following:

- that academic syllabi and research should be in conformity with the local realities
- that a diversity of activities should be undertaken that will be useful and relevant to the local community

### The Context

Situated in a locality where higher education institutions are few and where aspiration towards higher education is scarce, the establishment of West Bengal State University (WBSU) has opened up opportunities earlier unavailable. The catchment area of the University includes a range of socio-economic locations, including people from severely backward communities. The geographical terrain ranges from the northern environs of the Sundarban forests to the international border of Bangladesh. A diversity of rural

and urban-fringe regions, including agrarian farmlands and industrial sites of brick-kiln fields, makes up the intermediate area wherein is located the 53 affiliated colleges from where 60% of our students come. This unique location demands a concomitant distinctiveness in the curricula, research and extra-curricular activities. Our emphasis on activities oriented towards the needs of the local societies is undertaken to ensure that the students are made part of a participatory learning process.

Thus, the challenging context of the University, instead of disabling us, helped us determine our approach and build the curricula and ensuing research programs.

## **The Practice**

In our country, curricula in most HEIs are often dissociated from local realities. The constraints/ limitations for any University implementing this practice would be: old and outdated curricula, dominance of theoretical knowledge which makes the syllabi intractable for application-oriented study, and, conversely, the risk of over-emphasising the local and losing sight of the larger, global picture. In order to overcome these constraints/limitations, we have worked out the practice in the following ways:

1. the curricula of the majority of the Departments include research-oriented courses that require individual fieldwork with local communities and/or collaboration with local institutes
2. a diverse range of activities are sponsored and promoted by the Students' Union, the NSS Cell, the academic Departments and the University authorities to address locational vulnerabilities and to engage with the local community.

A few examples of such activities are:

- English Department includes courses on folklore, caste and eco-criticism which encourage study of, and fieldwork in, the locality. The English Language Teaching course requires the students to teach in the local schools: they use modern methods of pedagogy in their interventions and then assess the impact their classes make.
- Geography Department includes field work and study of the ecology of the East Kolkata Wetlands, which is an international Ramsar site in Bengal but threatened by land mafia, as part of the syllabi. We have students from this area where WBSU-affiliated colleges are situated. This has led to students researching the natural ecological cycle of the wetlands, the dumping of the municipality's waste here, the consequent hazards to the city and local population. This has also made it possible for the students to approach the municipal corporation and make concrete suggestions and indicate loopholes.
- In Microbiology, a large number of the research projects undertaken by the students are in local hospitals/medical institutes and focus on diseases rampant in the rural and suburban areas of West Bengal, such as *Kala-azar*, arsenic induced septicemic infection, enteric pathogen infection, dengue virus, E-coli bacteria, and enteric viruses.
- Psychology Department students work in close collaboration with the four local hospitals, North 24 Parganas District Govt hospital, R. G. Kar Medical College and Hospital, College of Medicine and Sagore Dutta Hospital, Kalyani Hospital - providing basic psychometric services to patients referred from

Government hospitals and organizations. They also provide counselling services to patients referred from Government units or people with limited means.

- Extra-curricular activities include diverse range of events such as blood donation camps, awareness-raising on drug abuse, mental depression and AIDS, inviting local school students to visit WBSU Science laboratories so as to arouse curiosity regarding higher education, conducting surveys on local brick-kiln owners and labourers, and many other such events.

The constraints to this practice have been limitations of local infrastructure such as absence of good roads, inadequate public transport and insufficient street lighting which invariably limit the amount of time the students can devote to their work in the local area.

The other constraint has been the absence of visibility that plagues any new institution. Reputation had to be built up slowly before the more established institutes and the corporate sector took us seriously and were willing to fund our research or collaborate with us.

### **Evidence of Success**

- History Department students are required to research the histories and cultures of the localities, thus ingraining a pride in their own roots. This has also led to research in and establishment of the historical finding that the first girls' school in India was not the school founded by the European Lord Bethune in Calcutta in 1850, as still written in the history textbooks, but the one called Kalikrishna Girls' High School founded in Barasat in 1847 by local educationists.

- Media reports have repeatedly covered the successes of our students and teachers in various areas. A few such examples highlighted are: 1. The attempt of the Department of Botany to help revive degraded mangrove forest regions in the Sunderbans in West Bengal with bio-restoration by using new technology and translational research for management of late blight disease of potato. 2. Successful research by two University scientists from Zoology towards identifying a novel target involved in cancer metastasis and also discovering an anticancer agent that inhibits this target to control metastasis, which have been awarded United States patent (No. 9, 682, 926 B2 dated 20th June 2017) for the chemotherapeutic agent.

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

One major problem is of course the lack of better infrastructure and the very limited access to funds, which we have attempted to circumvent through enthusiasm and hard work. However, this lack does slow down development.

Another problem is the lack of awareness among the students and local population regarding the modern curricular approach of our syllabus to address local vulnerabilities and issues. This entails a heavy task on the teachers to not only orient the students but to collectively initiate awareness amongst the local people.

While the human and academic resources of the University have been utilized to engage with and address local priorities and needs through curricular and extra-curricular activities, it requires steady funding and relevant infrastructure to make this best practice more effective and meaningful in future.

## 7.3 Institutional Distinctiveness

### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Response:

The vision of West Bengal State University speaks of creating a centre of academic excellence that promotes inclusive, accessible education. Built amidst farmlands and waterbodies, the University is the only public university within a radius of about 30 km, offering quality higher education at an affordable cost. In the first ten years of the University's life, we believe we have to a large extent been successful in moving towards our vision. The University has played a key role in **identifying and enabling raw talents from socially and economically challenged communities**, which we consider to be *the* one area distinctive to our vision, priority and thrust. This has empowered our students in terms of capacity building, skill enhancement, employability, social mobility and cultural development.

The admission data for the last five years show that around 50% of our students are listed as coming from entirely rural backgrounds. Despite minor fluctuations through the years, this percentage has remained in the range of 45-57%, ensuring an overall atmosphere of inclusivity. Our students from the minority communities constitute about 20% of the student population, an approximate reflection of the State's minority population of 27%. This is ahead of the overall 8% presence of minority students in all the colleges and universities of the State, and far ahead of the State's premier universities where the percentage ranges between 0 and 1%. The gender ratio of the students' population has a higher percentage of girls than boys, ranging from 58% to 65% of the total student population. This higher percentage of girls is a figure that remains constant across the gender ratios of both majority and minority communities.

In an online survey taken across students from all Departments of the 2018-2020 batch show that about 56% are first-generation college graduates, their parents having completed Secondary or High Secondary degrees, and about 4% of the respondents reported illiteracy in at least one of their parents. The role fulfilled by the University is attested to by the long distances the students travel to reach the University. Apart from the students who come from greater distances and stay at places in and around the University, about 41% need to travel (one-way) for more than 90 minutes, and 39% travel between 40 and 90 minutes. This is because the catchment area of the University is spread over the entire North 24 Parganas, including sensitive border areas and remote locations on the fringe of the Sundarbans. A good number of students

also come to WBSU from far off areas of West Bengal.

The University caters to a sizeable number of students from economically weaker families including those under below poverty line (BPL). 29% of the respondents reported a monthly family income of below-INR 6000, 27% between INR 6000 and 10,000. The University, with its flexible and inclusive approach, has facilitated their efforts to complete higher education. In order to make education possible for these students, the University has followed a policy of 50% tuition-fee waiver.

We have found over the years that, for many of our economically and socially marginalised students, the issues of distance and money are the most serious problems encountered. The situational context they hail from has certain set ways of thinking which see higher education as elite and irrelevant to them. These students have to frequently face severe pressure to give up their pursuit of education and return home to shoulder family responsibility. These students often need special attention and motivation to continue with their studies so that they may complete their studies and compete for different job opportunities. The overall climate of the University, with many other students from similar lower-income groups, minority communities, rural areas, and less-privileged caste groups, serve as a psychological booster to students facing such family pressure. Through various events such as NSS programmes, cultural functions, workshops, celebration of birthdays of Indian personalities across caste and religious communities, the University endeavours to give them a sense of pride in their identity and a feeling of entitlement about their institution. The faculty help as best as they can, giving them emotional, academic and financial support whenever possible.

Here are two instances of the innumerable students who, despite many odds, continued with their studies and set examples to others by their determination and hard work. These examples also corroborate the vision of the University to make education inclusive.

- Chitrlekha Das, M. Sc. 2016: She struggled to cope with economic hardship. The English medium of teaching posed great difficulty but she continued by sheer determination. She is now Project Assistant in Haryana Space Application Centre.
- Dipika Mondal, M.Sc. 2017: A first generation learner, Dipika's father is a *beedi* worker, earning Rs. 200/- per day. She supported her own and her brother's educational expenses by offering private tuition to school children. She qualified for NET in 2018.

The establishment of the University has also had a major impact on the surrounding locality where aspiration towards higher education was largely absent. The following findings of a survey are based on primary data collected by students of Semester III, Department of Geography, in surveys carried out in 2010 and 2018:

**Levels of education (percentage of respondents)**

Education level	2010 (340 respondents)		2018 (490 respondents)	
	Male	Female	Male	Female
Primary	39.84	35.87	35.28	37.37
Secondary	43.07	51.32	38.19	36.54
Higher Secondary	12.42	10.37	17.22	15.16
Graduation	3.06	2.44	5.16	7.62
Postgraduation	1.61	0	4.15	3.31

MAAC

## 5. CONCLUSION

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### Additional Information :

In the field of academic and research activities, many teachers of the University discharge their responsibilities as editors of reputed national and international journals, while a few of them regularly edit special issues of such journals as guest editors. They also review manuscripts for reputed journals as well as book proposals/manuscripts for national and international publishers. Some teachers of the University contribute book reviews to various journals. A few teachers publish articles in leading newspapers in the State as well. Some are also on scientific committees of international bodies, and represent India in international fora. Select publications of the faculty are referred to as texts/references in the syllabi of other national and international Higher Academic Institutions (HEIs). A few faculties of the University have also contributed to the framing of syllabus in other HEIs in India and abroad.

Faculties from all disciplines regularly visit other (HEIs) in India and abroad to deliver invited lectures and present papers/posters at conferences/seminars/workshops/UGC Refresher Courses/Orientation Programmes. Various Departments of the University frequently organise state-level, national and international conferences/seminars/workshops at the University and/or collaborate with other renowned HEIs of the country in organising such programmes either at the University or at other places. A few of the faculties even organise international conferences abroad with internationally reputed academic institutions.

Distinguished scholars and awardees from national and international HEIs including Gyanpith and Bhatnagar awardees deliver lectures and interact with students at the University. The University engages reputed subject experts as guest teachers in different subjects.

A few Departments of the University run M.Phil and Ph.D. courses and the candidates present papers/posters at national and international conferences/seminars/workshops and in reputed international peer reviewed journals. The University has also been able to attract researchers of high merit including Ramanujan and Inspire Fellows.

Another distinguishing feature of this University is that it pays the premium for an Insurance Policy which covers all the students for any eventually occurring within the campus during the course of their study.

### Concluding Remarks :

West Bengal State University, to realize its ideal of *Laksha Viswhamanam*, has tried to create an academic ecosystem that is accessible, inclusive, flexible, open-ended and participative. While it administers higher education in conformity with the Act and Statutes, UGC Regulations and Government Orders of the Government of West Bengal, it believes in, and practices academic autonomy and participative administration as far as possible. This is discernible in the fields of teaching-learning, research, extension and governance. Taking all stakeholders into confidence, it has tried to promote a quality academic culture that is transparent and progressive on the one hand and innovative and entrepreneurial on the other. The result has been the steady growth and recognition of the University in the local, national and global map, amply illustrated through student progression and faculty research achievements in recent years.

The University administration including the Vice Chancellor, officers and non-teaching staff always function keeping in mind the academic development of the University as top-most priority. Similarly, the attitude of the

faculty has been harmonious, appreciating the participative approach of the administration in all matters concerned. The student-teacher relationship is characterised by a unique blend of warmth, openness and informality, thereby creating an enduring legacy in this regard. Despite several lacunae in infrastructure, the teaching-learning process and research have progressed over the last ten years substantially thanks to the determination and hard work of the students, teachers and members of University administration.

The participative and democratic nature of functioning of the University has been discernible in diverse spheres such as framing of UG and PG Regulations, syllabi and evaluation process, allocation of space and distribution of learning resources and infrastructural support to academic Departments, representation of faculty and importance of their voice in the governance and management of the University, and so on. The Internal Quality Assurance Cell (IQAC) of the University plays a central role in the process.

The functioning of the University has set promotion of research and engagement with local community to be of utmost priority.

