
State-wise Analysis
of
Accreditation Reports - *West Bengal*
2004



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

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Foreword

The NAAC has, since its inception in 1994, been working on assessing and accrediting institutions of higher learning all over the country. The importance of this exercise lies in the fact that it focuses on sensitizing Higher Education Institutions (HEI) to quality needs in the higher education sector in the context of emerging challenges, particularly the unfolding globalization scenario on the higher education horizons. The whole NAAC process has been designed to enable HEI to re-discover themselves and acquire a new identity that facilitates full realization of their latent potential. There is now incontrovertible evidence to affirm that, in the post-accreditation phase, the institutions turn a new leaf and launch themselves on a path of accelerated development. Beginning with the submission of the Letter of Intent (LoI) to the NAAC for accreditation to successful completion of the Peer Team Visit is a long and arduous journey that, at every stage, exposes every participating section of the institution to the till then hidden but vital aspects of their institution. The preparation of the Self-Study Report (SSR) also engenders a fresh spirit of solidarity among the various participants. Another significant facet of the exercise, though not often in focus, is the internal debate it generates within the institution, paving way for working out strategies to carry forward faster the institution's agenda. The process is the reward by itself.

To put the performance of accredited institutions in perspective, the NAAC has been engaged in bringing out 'State – wise Analysis of Accreditation Reports'. So far, five such analytical documents (Tamil Nadu, Kerala, Karnataka, Haryana and one for North-Eastern region) have been published. Similar reports for Maharashtra and Punjab are in the final stages of preparation. The state of West Bengal has a very strong higher education network whose foundations date back to the beginnings of the higher

education system in India. History stands witness to the signal contributions made by the institutions of higher learning in West Bengal to the national life of the earlier centuries, no less during the Indian National Movement, so much so that they had carved out a niche for themselves. Even in the post-independence era, they continued to function with undiminished zeal to empower society with quality education. It is quite natural that the universities of the state were among the first to answer the NAAC call for quality assessment. But, somehow the college sector is yet to match the spirit and speed shown by the universities in going in for accreditation, though there is, of late, a slight surge in the number of colleges coming forward, largely due to efforts of the local educationists, vice-chancellors, the teachers and others. It is our fervent hope that this will continue with renewed pace and the benefits of accreditation accrue to the education sector in the state as a whole. This analysis is intended to facilitate a clear understanding of where the state with such a distinctive educational history stands now in terms of accreditation and also of the positive directions in which it is stepping forward.

Our higher education system is the second largest in the world, with about 300 universities and university level institutions and about 15,000 colleges. It is a measure of our commitment that, so far, in the short span of 10 years of functioning, with limited resources and skilled manpower, we have accredited about 113 universities and over 2,000 colleges. In this decennial year, the NAAC is bracing up to meet the challenge of numbers by stretching to the extreme of its capacity to respond to the accreditation demands of the aspiring institutions.



(Prof. V. S. Prasad)

Director

ANALYSIS OF ACCREDITATION REPORTS WEST BENGAL

1. INTRODUCTION

West Bengal, the cradle of Indian renaissance and the national freedom movement, is a land of intellectual awakening. The old Bengal known as Gauda or Vanga was aptly mentioned in the great epic *Mahabharata*. Shaped like a sea horse, West Bengal is the triple gateway opening eastward to the seven northeastern states, northward into Sikkim and westward into the Gangetic plains. One of the most prosperous territories of the British Empire, Bengal had been the nerve centre of intellect and human values where many modern movements in art, education, cinema, theatre, science and industry were initiated. It was here that India's quest for freedom began.

Home to four Nobel laureates Ronald Ross, Rabindranath Tagore, Mother Theresa and Amartya Sen and great scientists like Jagdish Chandra Bose, Bengal was the first to establish a university, a medical college and a high court based on western concepts. The land of poet-philosopher Rabindranath Tagore, the land of great socio-religious reformers like Sri. Chaitanya, Raja Ram Mohan Roy, Rani Rashmooori, Keshab Chandra Sen, and Bipin Chandra Pal and the land of great saint Swamy Vivekananda, Bengal has a rare beauty steeped in culture and scholasticism where the past still looms over the present with the legacy still lingering on.

The human habitat in West Bengal is distributed over 30,074 villages and towns. The villages account for 72.52% of the population of the state. Most of the marginal and non-marginal workers in both urban and rural West Bengal are women. The spread of urbanization into rural areas is more prominent in West Bengal than in the rest of India. About 44.28% of the main work force in West Bengal is engaged in the urban sectors.

It is common knowledge that the province of Bengal, undivided till 1947, and then the state of West Bengal, have played a leading role in the country in spreading education at all levels, beginning with mass education and culminating in higher, professional and specialised education. As compared to the all India literacy rates –overall at 66%, male literacy rate at 76% and female literacy rate at 54.16% - West Bengal has marginally higher literacy rates with an overall literacy rate of around 69% and the male literacy rate at 78% and the female literacy rate at 61%. The strong governmental presence in the field of education has been able to attract and retain students in considerable numbers. West Bengal continues to be one of the few states in the country to earmark a considerable percentage of financial resources for the education sector in its annual budgets so far.

The HEI in West Bengal can be broadly divided into two categories in terms of their financial dependence on the state government: (i) government colleges and (ii) grant-in-aid colleges.

The government colleges are fully dependent on the state government for their maintenance and development, although they also receive fund from the UGC.

The grant-in-aid colleges receive maintenance grant from the state government and occasionally some development grant as well. Most of these colleges are recognized under section 2(f) & 12 (B) of the UGC Act, 1956 and receive UGC grants. These colleges are free to create posts beyond the sanctioned posts, but are required to meet the fund needs for supporting these posts from the finances generated by their Managements. Incidentally, the government lets the colleges retain the fee collected from students pursuing the self-financing courses and to spend the same towards salaries of non-sanctioned posts and other developmental needs. The government has also been flexible in permitting the non-governmental colleges to start programmes in thrust areas on a self-financing basis.

The main thrust of the five affiliating universities, namely, University of Calcutta, University of Burdwan, University of Kalyani, University of North Bengal and the Vidya Sagar University is teaching and research in humanities, arts, sciences and commerce streams. Though provision for affiliation is provided in the act, the Jadavpur University and the Rabindra Bharati University, due to their limited territorial and academic jurisdictions have remained more or less unitary in character. While the Jadavpur University concentrated more on science and technology, the Rabindra Bharati University remained dedicated to the teaching of dance, drama, music and visual arts.

The state also has one Central University, the Visva Bharati University, and a National University of Juridical Sciences. The other universities in the state, namely, Bidhan Chandra Krishi Vishwavidyalaya, University of Animal and Fishery Sciences and the Uttar Banga Krishi Vishwavidyalaya have taken up the task of teaching and research in the field of agricultural sciences, fisheries and animal husbandary.

The state's initiative in providing wider access to higher education is seen in its establishing the Netaji Subhash Open University. To have a focused development in technology education, the state has set up the West Bengal Technical University in the year 2000.

In West Bengal, private, self-financing colleges are a recent phenomenon. There is no private university as yet, though, in response to applications submitted to the government by interested parties, a committee has recently been set up to evolve procedures and guidelines to determine the *modus operandi*, including the role the government will play in such institutions. All the general degree colleges and teacher education institutions, including professional institutions affiliated to universities are more or less supported by the government financially. These include the 'minority' institutions, that is, colleges run by Christian, Hindu and Brahmo authorities. The salary component is ensured by the government as Maintenance grant, but some developmental grants (those for buying books for the library, constructing and repairing buildings, some consumables for the laboratories, etc.) are also given to the institutions from time to time.

State-wise Analysis of Accreditation Reports - West Bengal

The government has a strong hold on the private colleges, as it is the controlling authority which determines the seat allotments, decides on the issues of seat-sharing (national, NRI, etc.), the fee structure, the cut-off percentage in the joint entrance examination, the minimum entry level qualifications and the qualifications, pay structure and service conditions for the appointment of faculty in these colleges, etc.. Thus, no private college in West Bengal can function with an unrestricted profit motive.

So far, there is no autonomous college in West Bengal. Autonomy has been contemplated for some of the leading institutions, but has not seen implementation yet. Higher Education in West Bengal, therefore, is still largely a governmental responsibility.

There has been impressive growth and diversification in the higher education sector of West Bengal after independence. The data presented in Figs.1-3 and Table 1 illustrate the development trend of colleges in the state and the enrolment of students in various subjects.

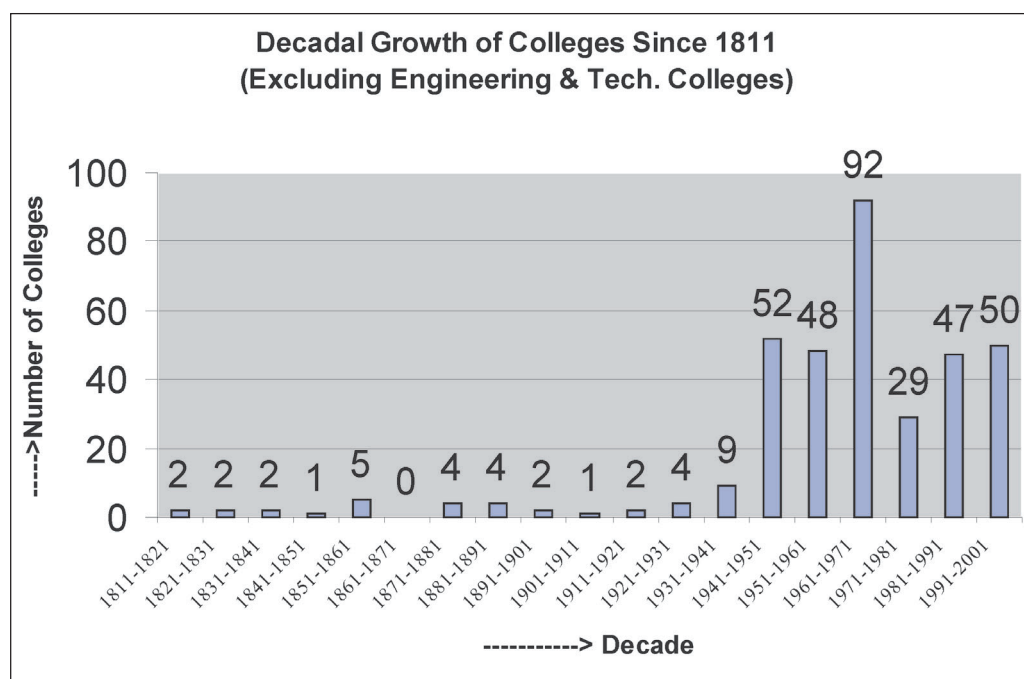


Fig.1

(Source for Fig. 1, Fig. 2 and Table 1 : Annual Report of the Department of Higher Education, 2003-04, government of West Bengal)

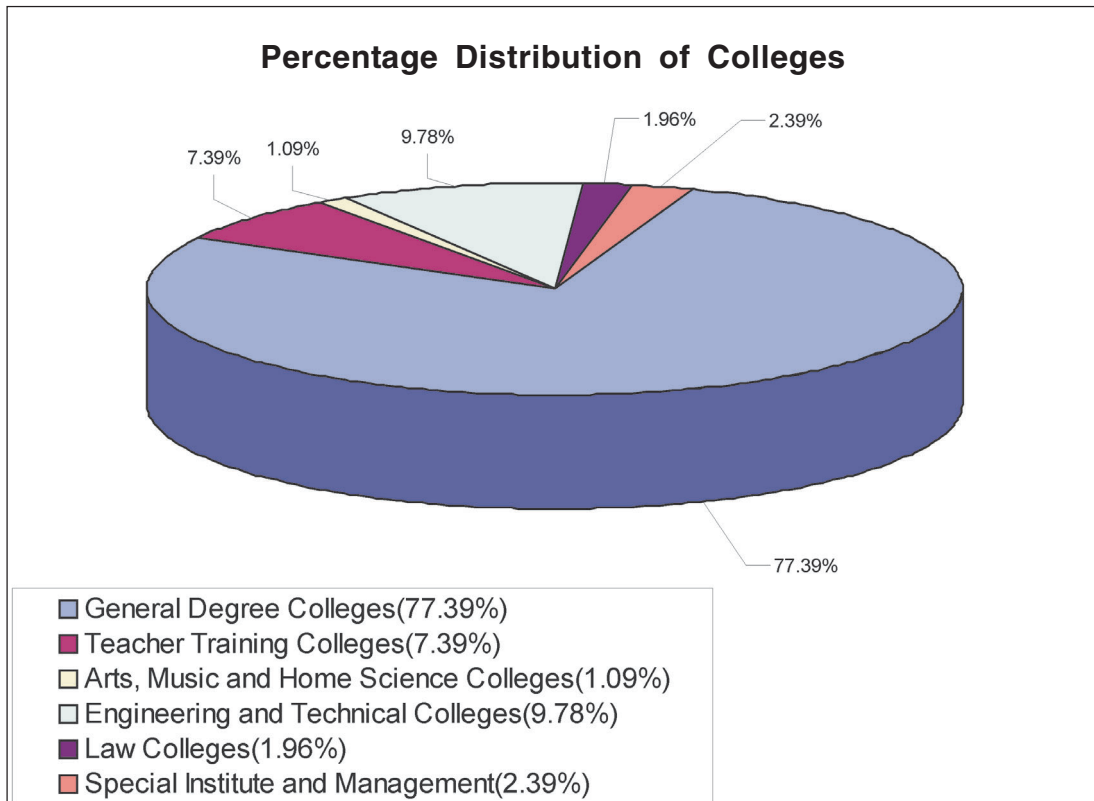


Fig.2

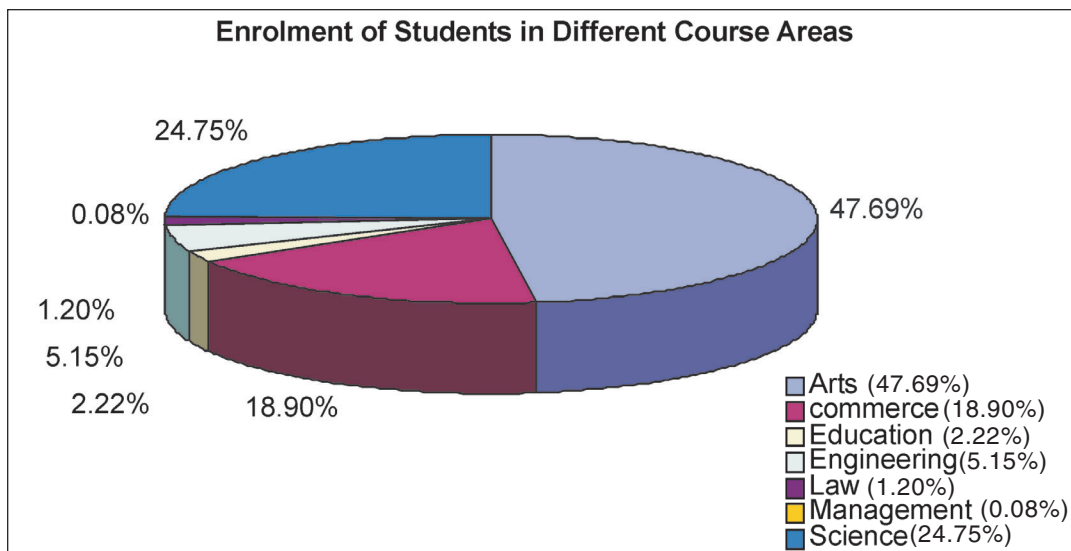


Fig.3

(Source: www.higherwb.org)

State-wise Analysis of Accreditation Reports - West Bengal

Table 1: Higher Education Scenario in West Bengal at a Glance

Universities aided by the state government in the Department of Higher Education and the affiliated colleges during the academic year 2003-2004 are given in the table below:

| Universities | General degree Col | Edn. Col | Physical Edn. Col | Law Col | Mgt. Col | Arts Col | Music Col | Home Sc. Col | Eng & Tech Col | Special Inst. | Total No. of Col |
|---|--------------------|-------------|-------------------|-----------|-----------|----------|-----------|--------------|----------------|---------------|------------------|
| Calcutta University | 155 | 12 | 2 | 3 | 7 | 1 | 1 | 0 | 1 | 1 | 183 |
| Burdwan University | 78 | 7 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 2 | 92 |
| Vidya Sagar University | 33 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | — | 0 | 38 |
| Kalyani University | 35 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 39 |
| North Bengal University | 55 | 5 | 1 | 2 | 0 | 0 | 0 | 0 | — | 0 | 63 |
| Jadvpur University | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | — | 0 | 2 |
| Rabindra Bharati University | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | — | 0 | 1 |
| Bengal Engg. College | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | — | 0 | 0 |
| Netaji Subhas Open University | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | — | 0 | 0 |
| West Bengal University of Tech | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 0 | 42 |
| Bidhan Chandra Krishi Viswavidyalaya | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| West Bengal University of Animal & Fishery Sciences | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| West Bengal National University of Juridical Sc. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| West Bengal University of Health Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Uttarbanga Krishi Viswavidyalaya | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 356* | 30** | 4 | 9# | 8+ | 2 | 2 | 1 | 45# # | 3 | 460 |

* This includes self financing private colleges.

** Includes three self-financing private B.Ed. colleges and National Institute of Orthopaedically Handicapped, Bonhoogly but excludes university education departments and colleges with education/education as an elective subject.

This excludes three university law department (C.U., B. U., N. B..U.)and W. B.U. of Juridical Science.

Five university / university dept.(J.U.,B.E. college, (DU), C. U. and W.B.U.T. not included.)

+ exclusively management institutes (I.I.M,Joka , nine engineering and technology colleges with management and six universities management Faculties not included)

Initiatives of the government of West Bengal towards Quality Enhancement in Higher Education Institutions of the state

The government of West Bengal, as a part of its continuous efforts to provide quality education to its stakeholders and to achieve excellence, has taken various policy initiatives to be implemented through its various administrative wings. A few such initiatives are listed below:

- As a part of the continuous reform and updating of the course structures and programmes the government organizes workshops involving subject experts and prepares model syllabi for the undergraduate degree courses.
- Organizing Orientation Programmes for teachers.
- Regular meeting with the heads of universities and the national level research institutes located in West Bengal to encourage resource sharing.
- Examining issues of governance of the institutions for inputs into policy-making.
- Encouraging institutions to start job-oriented courses in modern subjects and integration of life skill development activities into the curriculum.
- Continuous review of the avenues of examination reform.
- Setting up of a uniform academic calendar.
- The enactment of West Bengal Colleges (Payment of Salaries) Act, 1978 for ensuring the security of service and regular payment of salaries of the teachers and employees of non-government colleges.
- Legislation for curbing the menace of ragging and commercialization in higher and technical education.
- Augmentation of the scope of higher education by establishing new colleges in remotest areas of the state; strengthening and diversifying the existing institutions by introducing postgraduate courses which were earlier limited only to the university system.

- Acquiring buildings associated with the memory of great personalities with a view to preserve them and promoting cultural and academic activities.
- To promote research in science, arts and culture financial assistance is provided to various institutions like Indian Association for the Cultivation of Science, Centre for Studies in Social Sciences, Institute of Historical Studies, Jagdish Bose National Science Talent Search, etc..
- Providing grants to Zilla Parishads and Local bodies for promoting higher education.
- For promotion of teaching in the mother tongue, the state Book Board publishes textbooks in Bengali for undergraduate courses in arts, science and commerce.
- Emphasis on basic science courses and scientific research.
- Expanding the base of social relevance of higher education.
- Linkage of education to employment through vocationalisation.
- Jagadish Chandra Bose National Science Talent Search Scholarship Awards and encouragement awards for promotion of studies and research in science.
- Institution of awards in memory of Rabindranath Tagore, Bankim Chandra Chatterjee, and Ishwar Chandra Vidyasagar with a view to encourage creative writing in different fields of Bengali literature, scientific literature and languages other than Bengali.
- Formulation of suitable guidelines under the UGC Scheme for improvement of teaching in universities and colleges through fixing revised qualification for recruitment of teachers, stringent norms for composition of the selection committees for recruitment, fixing minimum teaching days and workload, evolving professional ethics, ensuring accountability, etc..

The HEI of West Bengal have taken some time in responding to the NAAC call for accreditation, as can be seen from the following table. Of the 10 state - aided universities and 356 general degree colleges, 7 universities (*annexure 1*) and only 47 colleges (*annexure 2*) have been accredited so far (Table 2).

Table 2: University-wise Distribution of Accredited Colleges

| Sl. No. | Name of the affiliating University | Total No. of general degree colleges affiliated to the University | Accredited colleges of the University | Yet to be accredited colleges of the University |
|---------|------------------------------------|---|---|---|
| 1. | Jadavpur University* | - - | 01** | - - |
| 2. | Rabindra Bharathi University* | - - | - - | - - |
| 3. | University of CBurdwan | 78 | 04 | 74 |
| 4. | University of Calcutta | 155 | 26+3 [♦] | 129 |
| 5. | University of Kalyani | 35 | 01 | 34 |
| 6. | University of North Bengal | 55 | 10 | 45 |
| 7. | Vidya Sagar University | 33 | 02 | 31 |
| | Total | 356 | 47 [†] (43+3 [♦] +1**) | 313 |

* These are basically unitary universities; Jadavpur University has 2 colleges under it, one Education college, and the other, Home Science college (accredited); Rabindra Bharati University has one Arts college under it.

** This is a technical institution

† Of these, 43 are general colleges, 3 B.Ed. colleges and one (marked ** above) is a Home Science college.

♦ 3 Teacher Education Institutions.

2. MATERIALS AND METHODS

This study, undertaken in the context of a gradually growing response from the state, aims at presenting the facts about the status of Higher Education Institutions of West Bengal in order to help them by pointing out their strengths as well as their deficiencies, by suggesting measures for removing the deficiencies through working hand-in-hand with the UGC and the state government for the development of higher education in the state.

The data considered for analysis are as available on September 16, 2004 and have been obtained from the accreditation reports of 7 universities and 47 colleges (including three education programmes run by the colleges accredited as per the provisions of the MoU between the NAAC and the NCTE). With this somewhat restricted database, one can only hope that these colleges form a representative sample of all the other colleges in the state that are yet to be accredited. (That this may not be an unreasonable assumption to make may be seen from the fact that the data on the outcome of the assessment and accreditation of the considered sample, subscribe to a bell-shaped curve as would any random large sample, *annexure 4*).

In this analysis, the attempt has been to study the Peer Team Reports (PTR) criterion-by-criterion, and to bring out the salient features that are reflected in them by the Peer Teams. Under 'Overall Analysis', an attempt is made to provide the gist of recommendations from Peer Teams (PT). The outcome of this exercise is expected to be relevant to the concerned category of institutions as well as the two other major partners in the field, the state government and the UGC.

3. EVALUATION METHODOLOGY OF THE NAAC

The NAAC has, after much deliberation, critical evaluation as well as rectification, arrived at a seven-criteria framework for assessment and accreditation (A&A) of Higher Education Institutions. These, by now familiar seven criteria, are *Curricular Aspects; Teaching-Learning and Evaluation; Research, Consultancy and Extension; Infrastructure and Learning Resources; Student Support and Progression; Organization and Management and Healthy Practices*. The Peer Team Reports, also popular as Accreditation

Reports, usually consist of three sections: Introduction, giving the scope of work, brief history and profile of the institution; Criterion-wise analysis, detailing the criterion-specific achievements and strengths and weaknesses in the institution under assessment; and Overall Analysis as the concluding section with the recommendations of the PT.

The PTR attempt to indicate to an institution its weak and strong areas and the ways or directions in which it can move ahead in its quest for quality. They try to map both the short-term and the long-term goals for it and show the broad national and global arena in which it has to contend with others in its pursuit of excellence. The NAAC is also working actively towards formulating the corpus of excellent practices that are being evolved nationally or globally in the working of many institutions, and a target framework of these will be immensely useful to individual institutions and Higher Education Managements as a whole.

The details of the various criteria and the differential weightages allocated to these criteria for various categories of institutions are summarized in Table 3.

Table 3: The seven-criteria evaluation matrix

| Criteria | University | Autonomous College | Affiliated College |
|--|-------------------|---------------------------|---------------------------|
| Curricular Aspects | 15 | 15 | 10 |
| Teaching-Learning and Evaluation | 25 | 30 | 40 |
| Research, Consultancy and Extension | 15 | 10 | 05 |
| Infrastructure and Learning Resources | 15 | 15 | 15 |
| Student Support and Progression | 10 | 10 | 10 |
| Organization and Management | 10 | 10 | 10 |
| Healthy Practices | 10 | 10 | 10 |

As West Bengal has no autonomous college yet, it would suffice to note the difference of weightages between universities and affiliated colleges. The colleges in the affiliating

system have little freedom to make or effect changes in the curriculum, and the universities therefore get a greater weightage (15) in *Curricular Aspects*. In the universities again, Teaching-Learning is backed by Research, Consultancy and Extension, while in colleges there is not much scope so far for these activities; colleges, therefore, have a larger score for *Teaching-Learning and Evaluation* (40), while less for *Research, Consultancy and Extension* (5), for which the universities have weightages of 25 and 15 respectively. The weightages in the rest of the criteria are the same for both. The second and third criteria are the most important ones for colleges and these are the areas where they need to work the hardest. *Student Support and Progression* reflect both the academic and administrative support services extended by the institution to ensure wholesome campus life for the student community. *Infrastructure and Learning Resources* need long-term planning, and *Organization and Management* take long to evolve. There are statutes and other regulatory constraints beyond which the colleges can seldom go, for them to improvise or innovate. However, there is still some scope where they can add, invent, innovate and enrich and these are weighted as *Healthy Practices*.

4. ANALYSIS OF PEER TEAM REPORTS OF ACCREDITED UNIVERSITIES

All the seven universities that have been accredited in West Bengal are state universities. Of the seven universities, two, Jadavpur University and Rabindra Bharati University are largely of a unitary character with limited jurisdiction in comparison to other universities. Jadavpur University possesses a very strong technical component (it grew out of a technical institution) and Rabindra Bharati was conceived as one that would have performing and visual arts as its central base for imparting theoretical and practical training. Their teaching-learning activities are mostly campus - bound, although they have two campuses each in the city of Kolkata. The other five universities have affiliated colleges, both for general and professional education including engineering and technology. The state government is trying to bring in all the colleges offering engineering and technology under the West Bengal Technical University established in 2000.

The universities in West Bengal had responded to the NAAC in the very initial years of introduction of the concept in the system. Colleges under the University of Calcutta have the largest share (26) in the accredited list, while North Bengal University has 10, University of Burdwan 04, Vidyasagar University 02 colleges and University of Kalyani only one college in the list. Jadavpur University posts one of its two affiliated institutions in the same list. In spite of the individual distinctions and focus that each of the universities displays, it may not be too difficult to locate the common features that their PTR show, indicating, if and when necessary, their individual strengths, weaknesses and needs.

CRITERION-WISE ANALYSIS

Criterion I: Curricular Aspects

All the universities show a highly innovative approach towards curriculum designing, while conforming to the basic or core requirements to create a common knowledge base for the state and the nation. This has been done with particular attention to the movement of students in and out of the University and the state and their employability elsewhere. The PT express the view that enough options are provided in the syllabi and these are increasing and significant in terms of the special papers offered. A good deal of democracy and decentralization exists in matters of syllabus framing and restructuring as in departmental functioning. The process of revising syllabi begins from the bottom upwards, with feedback from teachers and principals duly considered. However, the PT feel that the process of revising the syllabi is rather slow in the universities of West Bengal. It has been observed that Rabindra Bharati University takes “five or six year period for revision of syllabi”; the University of Burdwan is reported to take varied intervals ranging from four to ten years. Calcutta University takes three to five years to revise syllabus; so does Vidyasagar University. Kalyani University takes about five years, with a provision for review after two years. According to the Peer Team Report of the University of North Bengal, “during the recent years not much progress could be made in introducing modern subjects”, as its “courses are generally classical and traditional”.

The PT have noted with appreciation the introduction of multidisciplinary and vocational courses in most of the universities and the progressive trend towards job orientation in them. The Teams have noted with satisfaction the successful distance education programs provided by some of the universities like University of Burdwan. In view of increasing demand for higher education in the distance mode, the universities of North Bengal and Rabindra Bharati have also set up their distance education directorates and are running such programs. The PT has recommended one such unit for the University of Kalyani. The PTR show great appreciation for the efforts made in the designing of courses that have local as well as global relevance, for example the Department of Himalayan Studies and Nepali in University of North Bengal, Videography in Rabindra-Bharati University to note only two from among quite a few in other universities. Short-term courses introduced in some have also found approbation in the PTR.

In sum, the PT emphasize a quicker revision and restructuring of the syllabi in the universities, more non-traditional options provided in some, and the introducing of distance teaching and value-added short-term courses in the universities where they do not exist.

Criterion II : Teaching-Learning and Evaluation

Most of the universities in the state follow the annual system in humanities and social sciences, as also in the postgraduate commerce stream, while engineering, MCA and other IT programs have been following the semester system for some time. In a post-accreditation development, Jadavpur University has introduced the latter system also in its humanities and science faculties. In most universities, teaching days count more than the required 180. The University of North Bengal posted only 150 teaching days in one academic year, but has, however, made up for the loss in the following year.

The quality and seriousness of the teaching activity have been commented upon favorably by the PT, and the rate of success in NET/SLET/GRE/GATE etc. examinations has been duly noticed. Except for a few departments of Rabindra Bharati University (mainly in its Fine or Performing and Visual Arts Faculties, where *Guruparampara* is accepted as teacher's qualification), the impressive number of PhD

holders among teachers has attracted notice, as has their participation in various Faculty Improvement Programmes (FIP). The institutional and departmental sponsoring of lectures, seminars, workshops, conferences, refresher, orientation and such other enrichment courses is also quiet evident. Orientation and refresher courses are now being held in more and more universities, even in those which do not have an Academic Staff College. Many of the science and technology departments have linkages with national and international bodies, and are doing excellent research, both in terms of quality and quantity. Teachers have annual self-appraisal. Burdwan University has introduced student appraisal of teachers, although others are yet to begin it, and the PT have rightly urged them to go for it.

The teaching methodology is traditional in most of the non-science and non-technical departments. Jadavpur University, however, uses teaching aids widely. Vidyasagar's initiative in this area has also been appreciated. The PT feel that, if not all, at least some of the departments need to develop and provide consultancy services. The models developed for the university-community/society interface by some of the university departments, for example, that of the Vidyasagar University with the *Panchayats* have found special mention. Science and technical departments all have good teacher-student and lab-student ratio. Libraries in all the universities have sufficient number of books and journals, University of Calcutta taking the lead with 7 lakh books, and Jadavpur University with 4 lakhs in their central library. All of them have well-provided departmental libraries, except for Vidyasagar University, which is progressing towards building them. The PT note that some of the central libraries do not yet possess internet facility, nor are the transactions automated, although most of them have INFLIBNET and other such access systems.

Appointments are made according to the UGC specifications and state government rules. The latter, by and large, conform to the former. The *Guruparampara* system is formally accommodated in the recruitment of teachers in the performing and visual arts faculties of Rabindra Bharati University. In some universities there is a large number of guest lecturers, many of them without a research degree. University of Burdwan, for example, has as many as 82. Vidyasagar University has, the PT notes, less than adequate number of teachers. A good number of vacant positions are noticed at universities of Burdwan and North Bengal. In the recent months, the process of

filling of these posts is on. The lack of on-campus residence for teachers is a lacuna from which University of Kalyani and Vidyasagar University suffer most. These two, and in part University of Burdwan, have to depend on teachers commuting daily from Kolkata, which makes scheduling of classes a strenuous exercise.

Examinations are held regularly, although Rabindra Bharati University has been noted to be slightly behind the schedule. Question banks have been developed and are regularly updated in most of them, Calcutta University having started late and in a limited way. It has been also noted, with appreciation, that innovative questions, with contributions from both internal and external experts are set. Scripts are also examined both by internal and external examiners. At Jadavpur University both the external and internal examiners evaluate the papers, while in most others, papers are divided between the external and internal examiners on a 50-50 basis. Central evaluation for quite a number of subjects has been introduced in Vidyasagar, Burdwan and Calcutta universities. The last, for its large variety of courses and extremely packed calendar of examinations, sometimes takes as long as five months to publish the results. The PT at Jadavpur University notes with satisfaction that its examination system is fully automated. In most of the universities, the practice of 'centralized evaluation' is gaining ground, though it has not been possible for all subjects. The practice has helped in expediting publication of results.

Criterion III: Research, Consultancy and Extension

Universities are institutions where research and consultancy ought to receive very high priority. In this area, Jadavpur University's performance has been specially noted, with its attraction of funds from such diverse sources as ISRO, DRDO, DST, UGC, AICTE, CSIR, etc.. It has also received a sizeable Japanese grant for humanities. Calcutta, Jadavpur and Burdwan universities have quite a number of CAS, DSA, and COSIST programs, including FIST projects at Jadavpur. The last has also developed an Industry-Institute Partnership Cell and a School of Educational Technology. The notion of interdisciplinary schools has been gaining ground in most of the universities. Some of these schools, for example that of Women Studies at Jadavpur and Calcutta, of Gandhian and Peace Studies at Rabindra Bharathi, have already received wide recognition. University of Calcutta's research has been traditionally marked by high

excellence and the University has done well in not allowing the legacy to sag. It regularly brings out a research journal, *The Calcutta Review*. Most of the departments in all the universities publish biennial or annual research journals of their own, some of which have acquired national and international esteem. It is to be noted in this connection that Rabindra Bharati has a new dimension of activities, that of creativity and performance, which also involve research and planning. Performances on stage, organizing structured programs of music, dance and theatre, and putting up of painting and sculpture exhibitions with accompanying literature, need to be regarded, the PT considers, as another extension of research.

Consultancy is also widespread and varied in most of the universities, although a cultural university like Rabindra Bharati has limited scope for it. Its Videography Unit, however, is kept quite busy by outside users, and participation of its fine arts departments in radio and television programs is also a noteworthy feature. The consultancy services offered by Calcutta and Jadavpur universities to local, national and international seekers are too numerous to be listed. Burdwan University has a Planetarium and a Science Instrumentation Center which have become popular features of the University. Vidyasagar's linkage with the *panchayats* has already been mentioned. Burdwan University has set up a Rural Technology Center, which is a positive feature for a university with a large agricultural hinterland.

Calcutta and Jadavpur universities have LAN connectivity. Jadavpur, Kalyani, North Bengal and Rabindra Bharati universities, all have active departments of adult education and extension. All of them participated actively in the Adult Literacy Movement of the state in the early 1990s. Jadavpur University has, as its wing, a vigorous continuing education program that has established international linkage and also earns some fund for the University. It has received the UNESCO/NLM Award. Other extension activities in the universities are carried on mostly through the NCC and NSS, the latter at the university level in particular.

Criterion IV: Infrastructure and Learning Resources

There is an uneven picture of infrastructure development in the universities of the state. While Jadavpur, Calcutta, Burdwan and North Bengal universities show a range of growth from rather sufficient to adequate, Vidyasagar and Rabindra Bharati

universities lag in comparison. The campuses of Kalyani, Burdwan, North Bengal, and Vidyasagar universities are quite expansive. But the city-bound universities, Calcutta, Jadavpur and Rabindra Bharati, although big in their own way, had to fragment their space into more than one campuses, which was inevitable. The networking of these campuses seems efficient. While North Bengal, Vidyasagar and Burdwan universities have excellent planted areas, the campus at Kalyani could consider more plantations. The classroom, laboratory and library facilities are quite good in all of them, though the hostel facilities at Vidyasagar and Rabindra Bharati universities are inadequate. The lack of teachers' residence on campus in some has already been noted. Rabindra Bharati University has only 4 hostels, two each for boys and girls, which matches poorly with the demand for them. Universities of Burdwan and Jadavpur have the largest hostel network, and North Bengal University compares quite well. Vidyasagar University needs to build some more hostels. Their office also needs some more space. The furniture in the older building of the University of Calcutta looks somewhat dated and many items of it are in need of repair. Its new campus at Alipore, however, looks well maintained; but, Calcutta hostels do need improvement. Two museums of Rabindra Bharati and Calcutta, visited by scholars and common people alike, hold priceless exhibits, and these need priority assistance from funding agencies. Rabindra Bharati University has received a large grant from the Mitsubishi Corporation for adding a 'Tagore and Japan' wing, which it has already done. Vidyasagar and North Bengal universities may plan building up of rural and anthropological museums.

Although all the universities are in various stages of automation, the University of Calcutta's computer facilities need to be strengthened and expanded. Many of the universities have collaborations with private agencies to provide computer training on campus and this arrangement is also being utilized in the computerization of various services.

None of the universities have a hostel or guest-house that strictly conforms to accepted Western standards of living. Such guest facilities are fast becoming a necessity, as these universities, all of which are able to provide quality education in many subjects, and at a much cheaper cost at that, need to develop facilities for foreign students coming to study in them. The sports infrastructure needs to be strengthened at Rabindra Bharati and Vidyasagar universities, although elsewhere it seems adequate,

with gymnasiums in all and yoga centers in some. The sports and athletic potential is quite good among the students of the state. Health Center facilities are there in all of them, though some, for example as in Rabindra Bharati, still need strengthening. Here, as in several undergraduate colleges, the Students' Health Home renders great service, as institutional membership enables student access to quality medicare at an easily affordable price.

Criterion V: Student Support and Progression

Students are admitted on the basis of merit in all the universities, while conforming to the statutory requirements of SC/ST quota, which also is merit-based, with a concession. An OBC admission quota of 7% is also under consideration by the state government. Prospectus is not regularly published in some universities, although students come to know of the procedures and syllabus from sources like the student governments, respective departments and the enquiry offices. Student governments and other student bodies offer active help to the students at the time of admission.

Aid for the needy student is available in all universities, apart from the regular SC/ST stipends. Here again, elected student bodies cooperate with the authorities to sensitize the students about what is available in terms of aid. Rabindra Bharati University has a Professional Talent Development Scheme or *Pratibha Bikash Program* to support students with promise. It also has an 'Earn-While-You-Learn' scheme that provides part-time appointment to students in the Tagore Museum. There is also a University Employment Information and Guidance Bureau. Burdwan University has a Placement and Student Welfare Office. The latter in addition accommodates a University Employment and Guidance Bureau on campus, set up by the government of West Bengal. University of Calcutta has its Appointment Board and Students' Advisory Bureau. The state government has a bureau here similar to that of Burdwan University. Jadavpur University has a Counseling Cell and a Placement Office. North Bengal University needs to establish one. But here and at Vidyasagar University, faculty members themselves participate in academic and career counseling of the students. Campus interviews are held mostly in the engineering, IT and management subjects in all of the universities. Meritorious students of all of them find good

employment and research opportunities in various national and international research institutions and universities. There is, however, no register yet, or any database developed, in which information on such successful alumni can be recorded. It may be a daunting task for older and big-sized universities like Calcutta; in such cases, department-wise registers may be considered.

All of the universities have elected student governments, and there are elected student as well as alumni representatives in the highest governing bodies (the Court, and the Syndicate in the case of Calcutta) and the executive councils (the Senate in Calcutta). Teachers' and non-teaching employees' associations are quite active in the state and take active interest in the academic and administrative affairs of their universities.

Alumni associations that work actively for the infrastructure and other development of the universities are yet to take root in some, although definite steps have been taken at Jadavpur, Calcutta, Rabindra Bharati and others. Jadhavpur and Calcutta Universities had much older associations. Their role in the development of their former *alma mater* was so far perceived only in a limited way. Now the perception has been deepened. There are departmental alumni associations everywhere, but their contribution can at best be termed 'social and cultural', amounting to organizing a 'reunion' annually.

Almost all of the universities have banking and post-office facilities on campus.

The number of foreign students is not many in any of the universities; the few that are there come mostly from Bangladesh and certain South-East Asian countries. Good residence facilities are yet to be created in most of the universities. This area, involving attracting more foreign students and retaining them, particularly in view of the imminent WTO entry into Higher Education services, needs some urgent attention.

Criterion VI: Organization and Management

The organization and management structure of the universities is guided by their respective acts and statutes. Most of them have the University Court as the highest guiding body (the Syndicate in case of University of Calcutta) and the Executive Council (the Senate in Calcutta) to implement the Policy of the Court. The Vice-Chancellor (VC) is the Chairperson of both. There are various administrative

committees like Standing Committee, Finance Committee, Development Committee, Sports Committee and academic bodies like Faculty Council, Council for Undergraduate Studies, Examination Committee, Departmental Committee, Departmental Board of Studies, Higher Research Committee, etc.. Inter-sector committees like departmental student-teacher committees are also found to function occasionally. The Vice-Chancellor is the academic and administrative head, and at Calcutta and Jadavpur there are also Pro-Vice -Chancellors for assisting the VC. The VC conducts the affairs of the university as the supreme head, with the Controller of Examinations (a Deputy Registrar at Rabindra Bharati), Finance Officer, Inspector of Colleges and others to help in various areas of university administration. Deans are the academic heads of the Faculty Council and work with the respective Heads of Departments in deciding on academic matters. The Vice – Chancellors have been given some powers for use in extreme emergency situations, but have to have their actions ratified later by the Executive Council or Senate.

The PT feel that the scope for further training of the administrative and subordinate staff is, like in most of the rest of India, somewhat limited in the state. This area needs particular attention in order to enhance the efficiency of the employees. The PT, however, note with satisfaction that they are being sponsored for IT and some financial training. In case of Calcutta, Burdwan, and North Bengal universities, where a large number of affiliated colleges is to be looked after, the post of the Inspector of Colleges may be empowered more and inspections done more regularly, if not more rigorously. Computerization and automation of the administration, examination and library are at various stages of progress in the universities, but the pace, the PT feel, could be faster.

The financial management of the universities is by and large good, although the University of Calcutta is somewhat behind in governmental audit. The fee being quite low (those in the newly introduced BBA, BCA, MCA, biotechnology, microbiology and other technical courses are much higher in comparison), all the universities have recently realized the need for resource generation on their own, and are taking various confident steps to ensure such income. Beginning from seeking help from successful alumni, NRI in particular, they have set up collaborative efforts, both with national and international agencies, corporate and state-sponsored. Forestry and Plantations

(tea and rubber plantation at North Bengal), setting up of Industry-Institute Interaction Cells (one at Jadavpur University, for example) are all there. All have been alert to the possibility that while there is no immediate threat, both state and Central government grants cannot remain as liberal as they are now. The West Bengal government had, of late, put an embargo on sanctioning of new teacher posts. However, it is heartening to note that it has recently released some 450 new teaching posts for undergraduate colleges. As has already been noted, the government lets the colleges keep the fee collected from the students, with which the latter can appoint full-time/part-time teachers in the non-sanctioned category.

Criterion VII : Healthy Practices

These are many and varied in the universities. Some that stand out may be listed.

Jadavpur University: University-industry partnership initiatives, accepted concept of 'schools' and 'centers', a quicker pace of supplying instruments and other requirements to departments, a high-performing Center for Adult and Continuing Education, seed money for research by teachers, rigorous financial management, etc..

Rabindra Bharati University: Potential Talent Development Program, Earn-While-You-Learn scheme, happenings like annual Kala Mela, schemes like Gan Shuni (Audio Center for listening to music), publication of cassettes and CDs, website for dissemination of Tagore ideas, preparation of cassettes and albums, etc..

University of Burdwan: Self-financing Institute of Technology, Rural Technology Center, University Science Instrumentation Center, good residential accommodation for teachers and students, Eco-garden, short-term courses in duckery, vermiculture and mushroom cultivation, supply of high quality seeds to farmers, village adoption, etc..

University of Calcutta: Taking up emerging and frontier areas of enquiry without forsaking the traditional ones, where it has performed gloriously; reaching out to the unreached with its low fee structure, Chairs of Excellence instituted with the help of the alumni, etc..

University of Kalyani: Value-added courses like human rights and population education, outreach and awareness programs of environmental pollution, water resource

management, population control, Institute of Studies in Population, Agriculture and Rural Change, a Folklore department, etc..

University of North Bengal: Fishery Complex, course in tea management, cultural tourism; D.B.T.-funded immunophytopathy lab, tea germplasm bank and antiserum reserves for plant pathogens, weather service station, centers for Himalayan Studies, and Developmental Studies, rubber plantation, horticulture and floriculture, etc..

Vidyasagar University: Community education on the management of water scarcity, health, natural resources management, non-teaching staff working beyond office hours without extra remuneration, etc..

All the universities have R & D linkages with national and international agencies and institutions. All of them hold examinations fairly regularly. All of them have an active book publication program and have published many books recognized by the international community. Students' facilities range from satisfactory to excellent, and all have taken up the challenge of global exposure, and have shown serious intent to compete with others globally.

OVERALL ANALYSIS

Jadavpur University needs expansion of both physical and academic facilities, and regular monitoring of the performance of the schools and centers. Consultancy activity at this University needs to be pursued with more vigor. Inbreeding may be avoided to an extent. There is potential to lead in the area of IT research.

In *Rabindra Bharati University* vocal music classes need periods of longer duration with less number of students per class; new courses of training in Esraj and Sarengi need to be introduced; modern instruments to be avoided in Bengali folk and traditional songs; archives may be started both in performing and visual arts, and research activity in them strengthened; documentation of art creations of the state may be attempted and State Academy recharged with more energy.

University of Burdwan: Project work for all courses may be made compulsory; more autonomy needed for academic departments; may establish a center for curriculum development, and create a post of Dean, College Development Council; may restructure

the faculties with the inclusion of emerging and interdisciplinary subjects of studies; and may consider establishing a corpus fund.

University of Calcutta: Large number of vacancies may be filled; examination schedule to be more rationalized; quality assurance mechanism may have a formal structure, in the shape of an Academic Audit Unit; a centralized academic calendar may be attempted, so may be the interknitting of the different campuses; may set up a College Development Council, and may confer autonomy to some of its better colleges.

University of Kalyani: Library needs a full-time librarian, or at least a deputy librarian; a computer center is needed; campus residence of teachers needs serious consideration; course review of humanities and social science subjects may be immediately attempted; may start distance-education program; and teachers may be encouraged more to join FIP programs.

University of North Bengal: May introduce remedial/bridge courses for under-performing students; university buildings may be regularly maintained, and conditions of students' hostels improved; more academic linkage needed with national and international institutions; needed in addition are a University Employment Bureau and an Alumni Association; and the Library needs further strengthening in terms of enriching and updating the stock of texts.

Vidyasagar University: A Planning Board may be established to chalk out a long-term perspective plan; routine matters may be tackled at the middle management level, without having to go to the Vice-Chancellor; a College Development Council may also be set up, along with an Employment Bureau and Placement Cell, and a center for training for competitive examinations; and introduction of a rural-based MBA course may be considered.

Universities in general have been advised to attract more out-of-state and foreign students, and to avoid inbreeding in the appointment of teachers. SC/ST teaching and administrative positions need filling at a faster pace, and semesterization as well as choice-based credit system may be immediately considered. Computerization of all the facilities needs quicker completion. Modern and updated teaching aids may be used more and more in teaching. Autonomy may be considered for some highly rated colleges under the affiliating universities. The PT have suggested rural orientation

of courses in the universities that cater to largely rural populations. Courses for increasing communicative competence in English have also been suggested for some.

5. ANALYSIS OF PEER TEAM REPORTS OF ACCREDITED COLLEGES

As noted earlier, of the total of 356 general degree colleges in West Bengal, so far 47 have been accredited. Three among these, composite colleges, also have their Teacher Education programmes accredited as per the provisions of the MoU signed by the NAAC and the NCTE. A qualitative analysis of the PTR of these colleges would throw light on broad features of the college sector in the state. From the list of accredited colleges, one can see that even poorly developed colleges in laid-back areas have come forward and offered themselves for accreditation, which is, no doubt an encouraging sign, as it is reflective of their appreciation of the positive implications the NAAC accreditation holds for them.

CRITERION-WISE ANALYSIS

Criterion I: Curricular Aspects

Undergraduate collegiate education in Bengal runs in two overlapping courses. One is the *Honors* course, somewhat akin to Major elsewhere, while the other is the General or, as is more commonly called, *Pass* course, where less specialized study on every combination subject is offered. In the *Honors*, one subject of study is studied in eight papers, while in *Pass*, the range is four papers only. Besides these, there are the regular language subjects of the mother tongue and English and the compulsory one-paper subjects like environment and human rights. *Honors* students have scope for moving upwards to PG courses in their respective subjects (although seats are not guaranteed), while the *Pass* students may not. Of late, bridge courses are being offered in less crowded subjects in order to accommodate *Pass* graduates. For the latter, lateral mobility is also well nigh impossible. However, access to postgraduate education to *Pass* course graduates has improved due to increasing availability of postgraduate programs through the Open-Distance Learning (ODL) mode.

The PT have appreciated the fact that the colleges have to impart education on the basis of the syllabus pre-designed by the universities with which they are affiliated, and they have neither the freedom to restructure them nor to review them at chosen intervals. It is, however, seen that within the limits defined by the syllabus, many of the colleges have innovated on them at the margins and the teachers also ventured freely around them in order to give their students a deeper grounding of the subject and bringing the latest in the field within their view. From a general look of courses, most of the undergraduate colleges offer, except for Smt. J. D. Birla College of Home Science, rather traditional courses in B.A., B. Sc., and B. Com. streams. In them, options are most limited in B. Com., but, in general, fairly wide options are available in the other two streams, which, of course, vary from college to college, newly set up colleges offering fewer options while older ones offer a wide array of them.

Apart from this traditional mould of course pattern, the last decade has witnessed quite some initiative on the part of the colleges in introducing self-financing courses such as biotechnology, microbiology, computer application, electronics, journalism and mass communication, film studies, etc.. UGC-sponsored vocational courses like functional English, industrial fishery, sericulture, etc. are running in many of them, and some have, in addition, introduced short-term self-financing courses with a vocational component. Some such courses are: TV journalism, pre-primary teachers' training (Victoria Institution), diploma in music and drama (East Calcutta Girls' College), interior decoration and beautification (Kanailal Bhattacharya College), bio-informatics, financial accounting, secretarial practice (Vivekananda College), women and legal literacy, reporting and editing, advertising and public relations, French (Vivekananda College for Women) etc.. An O-level certificate course in DOEACC has been introduced in Acharya Praphulla Chandra College, New Barrackpur; Prasannadeb Women's college, Jalpaiguri has Tourism and Hotel Management, and a course in career counseling with the help of NICD; Thakur Panchanan Mahila Mahavidyalay offers a course on Nutrition and Dietetics. Ananda Chandra College, Jalpaiguri has a teaching program of Bachelor of Primary Education. Value education is an added program in the missionary colleges like Loreto Calcutta, Darjeeling Loreto, St. Xavier's and Scottish Church, Narendrapur Ramakrishna Mission and Ramakrishna Sarada Mission Girls'. In others, value education is emphasized through teacher-student interaction, various sports activities, social and cultural events and through socially relevant outreach programs.

Criterion II: Teaching-learning and Evaluation

It has been observed that teaching is mostly conventional in non-science and non-technical subjects, talk and chalk representing the most popular method. Though that has done wonders in the past, the PT feel that modern tools need to be used more in the colleges now, in order to save precious teaching time and to make teaching more attractive to the students. Science subjects, of necessity, pursue vigorous laboratory practice, and in the IT, management and other application or vocation-oriented subjects, there are arrangements for hands-on training and practice. A yearly calendar is followed in the teaching schedule, and regular monitoring of the progress is undertaken by the departments and the colleges. In the big urban colleges, like that of Asutosh, the teacher-taught ratio needs to be much more balanced. Universities and educational administrators of the state need to think of a way out of this huge imbalance in the classroom, as this may throw normal teaching-learning out of gear. In some south Bengal colleges, *Honors* students are reported to be admitted in far larger numbers than the assigned quota. This may be stopped by the affiliating University. All this points to the need for strengthening the office of Inspector of Colleges for closer and more continuous supervision. Opening avenues for *Honors* study through the distance mode may also be considered.

The stipulated minimum number of working and teaching days is adhered to in all the colleges, and no major breakdown or dislocation has been there in the recent decades. One or two colleges have reported fewer teaching days (Siliguri College of Commerce 171 days, for example), but this is not a general phenomenon. Some colleges, Acharya Praphulla Chandra, New Barrackpur, for example, had 220 teaching days in 2002.

Many departments, even the non-science ones, have a provision for educational tours, and students look forward to such opportunities once a year.

In the earlier years postgraduate education was limited to university departments except for the Presidency College. With the recent decision of the government to provide better access to higher education and to encourage research culture among the college faculty, PG courses have been permitted in around seven colleges of the state including one non-governmental college. Under this revised policy the Raiganj

University College, Hooghly Mahsin College, Krishnanagar College, Krishnanath College, Dinabandhu Andrews College, etc. have introduced PG courses in various humanities and science subjects. Acharya Praphulla Chandra, New Barrackpur, proposes to introduce MCA. Raja Narendra Lal Khan College, West Midnapur, teaches MSc Zoology. Ananda Chandra college, Jalpaiguri, has introduced a self-financing MA course in Bengali. IT education has been made an add-on program in almost all colleges, which is being imparted in partnership with both private and governmental providers.

Teachers are recruited according to the UGC and state government norms (the two have little difference). There is a College Service Commission for recruiting teachers for grant-in-aid colleges, while the state Public Service Commission does that for government colleges. Positions have been found to be vacant in many colleges, but the process of filling them up, as the NAAC learns, is on. Comparatively new colleges suffer from a dearth of sanctioned posts. As already mentioned, the government has recently released 450 teaching posts to undergraduate colleges and this may provide some succor to these colleges. As already noted, the government, does not claim any share of the fee students pay to the college, and the college is free to appoint full-time or part-time teachers on contract basis with the money it retains or earns.

The major evaluation is done by the university that schedules mass-scale public examinations, in which the students have to appear. The colleges have their own internal machinery of evaluation as half-yearly and annual examinations, as well as 'pre-test' and 'tests'. Such examinations and evaluations in the big colleges are not as rigorous or tight as they are in small and therefore tightly-run colleges, like those for women or those run by missionaries.

The drop-out rate is high in science and technical subjects, although it is low in the self-financing courses. Drop-out rates average out to about 15-25%, though, expectedly less in better colleges and more in weaker ones.

Criterion III: Research, Consultancy and Extension

Most of the colleges being undergraduate colleges, no Ph. D. program is there in them, except for Raiganj University College under North Bengal University, which has a self-

financing postgraduate course in Bengali. There are, in addition, Ph. D. programs in Botany, Physics and Chemistry. J. D. Birla College for Home Science has Ph. D. program in Home Science. Postgraduate courses are being considered for approval in other colleges under other universities.

Teachers of the colleges, however, are, by and large, actively involved in research and publication activity. The Minor Research Projects (MRP) of the UGC are widely sought and undertaken, while at least one college, Vivekananda College, Barisha, has one UGC project of Major Research. Acharya Praphulla Chandra, New Barrackpur, has seven MRPs, as has Dinabandhu Mahavidyalaya of Bongaon, North 24 Parganas. About 50% teachers on an average have Ph. D. and other research degrees in the colleges. A few of them have linkages with national and international research institutions. Gurudas College, for example, has established research collaboration with Baba Atomic Research Centre, DAE-BRNS, etc.. A teacher from Basanti Debi College took part in the Antarctica Expedition. Ramakrishna Mission College, Narendrapur is quite strong both in research and extension. Quite a few colleges have excellent research publications. Gurudas College has a Bengali research journal *Eshana*, while Scottish Church has brought out its own journal on humanities and social sciences. Research culture seems to be spreading in even the new and not so strong colleges. Maheshtala College has, for example, set up a Research Cell of its own with a college subscription of Rs. 48,000. Teachers are given leave for research, although seed money is rarely made available to them. UGC sponsored seminars are extensively held covering also the remote area colleges and the fund earmarked for the state is fully utilized. Other academic agencies also are invited to collaborate in organizing seminars, workshops, etc.. Loreto College, Kolkata, has done so with the help of the Shakespear Society of Eastern India and Bangiya Itihas Parisad. The research culture is also reflected in the annual publication of college magazines, in which students are exposed to good research articles written by their teachers and sometimes by members of their own community. The PT have noted that, in general, the number of teachers with a research degree is comparatively less in the Christian missionary colleges. They have recommended further strengthening of the research component in some colleges, and advised them to seek programs like COSIP and COHSSIP from the UGC, and projects from other agencies like DST, DBT, CSIR, etc..

It is in the area of consultancy that the undergraduate colleges compare, somewhat expectedly, poorly with the universities. However, many of them have been able to establish research linkages with many national and international bodies, including the Ford Foundation (Raja Narendra Lal Khan College). While colleges like Presidency may be an exception, even colleges like St. Xavier's and Scottish Church are not very strong in this area, let alone rural colleges like Aghorkamini Prakash Chandra Mahavidyalay of Hooghly. Some colleges like Salesian and Dwijendralal College of Commerce at Krishnanagar have a single (non-science) faculty only thus restricting scope for consultancy even further. This is, however, amply made up by the extension services offered by them. Some urban and big-sized colleges have some limitations in this area for obvious reasons, as Asutosh College does not have any NSS or NCC outfit. Many rural colleges are yet to form them.

But the teachers and the student bodies eagerly and routinely take part in numerous extension and outreach activities round the year, conducting blood donation camps, literacy programs, teaching street and slum children in the city, organizing thalasemia detection tests, eye camps, flood relief, self-help groups, national integration camps, leadership training (in the missionary colleges in particular), giving vaccination for the prevention of Hepatitis B, providing awareness of AIDS, scientific attitude, environment awareness, welfare of women prisoners, eradication of Parthenium plants, etc. - the list is inexhaustible. Many of the colleges have temporary tie-up with various NGOs (like CRY, CINI, Blind Persons Association, Rotary and Lions Clubs) as part of their outreach efforts.

Criterion IV: Infrastructure and Learning Resources

There seems to be an infrastructure divide between the minority (run by Hindu/Christian missionary) colleges and the grant-in-aid colleges, barring, of course, some honorable exceptions in the latter category. Fully supported government colleges like Presidency in Kolkata or Krishnanagar or Barasat in the district fare much better than most of the aided colleges in this aspect. Big and small colleges, right in the middle of the city, have no playground of their own; women's colleges in cities have little to offer in terms of outdoor sports and games. Most of the city colleges have little space left to build up or around, when extension of opportunities is a crying need but

difficult to accomplish. New colleges are being set up even in Kolkata and adjacent areas in order to disperse concentration in older colleges. East Calcutta Girls' College, Maheshtala College, Kanailal Bhattacharya College and several other colleges in South and North 24 Parganas and Hoogli districts have considerably eased the pressure on the Kolkata colleges. The charm of a good city college is, however, always there, and those who can afford it still try to enroll themselves there. This makes development and extension of even the older city colleges a necessity.

From the 150 acres of the Narendrapur Ramakrishna Mission College, to less than the half-acre land of many city colleges, there is a whole range of land areas in possession of colleges; many of the rural colleges have, on an average, 5 to 6 acres. The number of classrooms is sufficient in all, although separate space for departmental offices cannot be found in many. Many of the colleges do not have residential facilities for teachers, although most rural colleges have them. A few colleges are fully residential, while most of them have student hostels. Shri Shikshayatan of Kolkata seems to be an exception. Though the college buildings, in most cases, are more or less maintained well, the PT point out, more attention is needed towards maintenance of hostels. Vivekananda College of Barisha has a campaign of 'Clean and Green Campus', and most of the rural campuses bear a look of being taken good care of, with gardens and greenery. Some PT have suggested distancing of the college office from the classrooms, which may be a part of the long-term development strategy of the college.

Libraries also vary in size. New grant-in-aid colleges are yet to build up a sizeable stock, while older colleges have it. Salesian College (Arts only) has 29,000 books for 192 students, while Vivekananda Mahavidyalaya, Burdwan has 25,000 books for 2696 students. The average figure is somewhere around 20,000. Three older libraries of St. Xavier's remain out of bounds for the students, but it has departmental libraries, like most colleges. Computerization seems to be gaining in speed and extent in the colleges of West Bengal, some colleges leading in the process, and others trying their best to catch up with the leaders. Internet facility is still somewhat restricted, but it is also opening up more and more. An older college like that of South Calcutta Girls', does not yet have reprographic facilities for its students. Colleges in the cities, however, have plenty of them just outside the gate of the college, and therefore the colleges may spend the money more profitably on other projects. J. D. Birla, Shree Shikshayatan,

Ramakrishna Mission, etc. have excellent auditoriums, and the last has 21 playgrounds of varying sizes. Balurghat College has a workshop with a lathe machine, and grinding and drilling machines, but it remains unused for want of required manpower. Ramakrishna Mission, Narendrapur has a Man and Environment Museum, while Vivekananda College has an Audio-Visual Room, as has Scottish Church. Vivekananda Mahavidyalay, Burdwan, has a handicraft exhibition room. Serampore College has a language laboratory for students of Communicative English, as has Belur Ramakrishna Mission College.

Some of the colleges optimize the utilization of their infrastructure by accommodating IGNOU and NSOU (Netaji Subhas Open University) centers, and some rent out part of the premises to banks and private computer-training agencies. The latter, as has been noted, help colleges in training their students in computers and in the computerization of their various facilities.

Criterion V: Student Support and Progression

Colleges bring out an updated prospectus every year, in which rules for admission, attendance and examination are clearly laid down. Students who seek information are also helped by the office, student bodies and teachers of respective departments. Scottish Church College and APC College, New Barrackpur, have their own websites that contain all relevant information about them. Many colleges have now arranged for bridge courses and remedial teaching for academically weak students, but some major colleges, Asutosh for example, are yet to begin such a project. Extra-curricular activities are enthusiastically pursued in all colleges.

There are 'clubs' and 'societies' in many of the colleges that organize debates, lectures and other programs. The nature club 'Vasudha' of Gurudas College and Drama Club of Muralidhar Girls' College are two typical examples. Many city colleges, however, have no playfields of their own, and some, when necessary, share the facilities of others. Maheshtala, South Calcutta and East Calcutta Girls' Colleges may be cited as examples.

Older colleges like Asutosh and Bengabasi have their sports tents in Kolkata Maidan. All colleges, however, conduct regular sports and cultural competitions that include

debates, recitation, poem, story or essay writing, music, painting, and a variety of sports and games, which contribute to the development of the overall personality of students.

Steps towards plugging of the incidence of dropouts (less in the humanities and social sciences, but 15-20% in the traditional science subjects) are beginning to be taken by organizing bridge and enrichment courses, but the efforts are few and far between. New and innovative courses are also being introduced on self-financing basis, as has been noted earlier. Libraries are at various stages of adequacy, those of Ramakrishna Mission, Narendrapur and St. Xavier's being the richest in collection, and Maheshtala being at the other extreme. Narendrapur allows a student to keep a library book for the whole three years of undergraduate study, while Muralidhar provides free books for needy students. Book bank facilities exist in most of the colleges. Computerization and internet facilities are also there in better colleges. All the others have managed computerization in varying measures, but internet is yet to be made generally available. NCC and NSS are scarce in the city-bound colleges, and new colleges elsewhere are in the process of adopting them.

Most of the colleges have a structured method of a teacher's self-appraisal, but the student's evaluation of the teacher's performance is yet to take root. Ramakrishna Mission, Narendrapur asks outgoing students to evaluate their teachers. Ramakrishna Sarada Mission College has a suggestion box at the Library door, where girls can submit their feedback on the performance of their teachers. Most of the PT feel that this notion needs to find a place in the student-support project of a college.

Alumni associations are there in most of the colleges; some quite old, others, recently formed. Some are quite active, others less. The concept that an alumni association should be a part of the developmental plans of the college is gradually beginning to be accepted. Still, the creating of alumni database and registers has just begun and is in its exploratory stage in many cases. Here too, better and older colleges attract more attachment from the alumni, than the newer or indifferently administered ones, where students find little personal attention. Many colleges have now established their councils for development in a more methodical way, in order to coordinate efforts that take cognizance of LAD grants of MPs and MLAs (many of the colleges already receive them), drives for continued contribution from the alumni, and various other sources.

Similarly, academic counseling has been there for a long time in an unstructured way in all of the colleges, but career and employment guidance was seldom available outside the institutions of professional training. Now, it has found its way into the general colleges. This is also being supported by the initiative of these colleges to introduce several vocational and professional certificate and diploma courses, as add-on programs, going beyond the ambit of traditional humanities, science and commerce streams. The PT have expressed the view that, in order to instill pride in being a student of a college, a college needs to excel in all aspects of its functioning and not just in the academic field.

PG courses have begun being allotted to some undergraduate colleges. The idea of 'lead colleges' has been mooted, and it is these that are the stronger claimants of these courses that will offer upward mobility for the local students. The postgraduate education is also being offered through distance education channels in the State as has been already noted. While the state has an open university of its own in Netaji Subhas Open University, universities like Burdwan, Rabindra Bharati, North Bengal and Vidyasagar are also offering postgraduate education in the distance mode as mentioned earlier. Lateral movement of students is still restricted in traditional programs, although add-on courses have been introduced in many colleges.

Routine stipends and scholarships, including the SC/ST ones, are available. There are various sources of them, outside the governmental ones. Wakf Board scholarships, special stipends for bidi (country cigar) workers' wards, stipends and scholarships offered by private citizens, etc. are there in many colleges. Prizes to encourage meritorious performance in examinations are also available widely. The missionary colleges and those with more initiative have a wider variety of scholarships.

The formal grievance redressal cell is, once again, a new phenomenon. But the colleges have gone for it in right earnest. Health care facilities are also being improved. Here, it is worth mentioning that many colleges have institutional membership of the Students' Health Home (SHH), a unique institution in West Bengal, where students can avail access to quality medicare at a low cost. Siliguri College of Commerce, Rishi Bankim Chandra College for Girls, and Dwijendralal College of Commerce are a few examples of institutional members of the SHH.

Criterion VI: Organization and Management

All the affiliated colleges have to form their governing bodies (GB) according to the first statutes of the affiliating University. The governing body has members from various walks of life, including teachers, parents, persons interested in education, local elected representative (MP, MLA, chairman of the municipality or a corporation councilor), and a local administrative officer (district magistrate, S. D. O. or a B.D.O). There is also a representative of the non-teaching employees, while there is no student representation. The Department of Higher Education is now in the process of changing the structure of the GB. The Principal is the Member-Secretary. S/he is helped by the Bursar in the financial administration, and HODs in academic matters. The teachers' council (TC) and the elected student body interact with the principal daily so that the college has an uninterrupted run. Some of the Christian missionary colleges, Darjeeling St. Joseph, Scottish Church and St. Xavier's for example, have the post of Vice-Principal, but it has been mostly abolished in government and grant-in-aid colleges. Some of these colleges have Deans for each of the faculties. J. D. Birla College has, instead of a Vice-Principal, a Director (Academic) for its satellite campus. Scottish Church has, instead of the governing body, a powerful executive body called the SENATUS.

The principals, with the help of the teachers' councils, constitute several permanent and temporary committees for the day-to-day administration of their colleges. Admission Committee, Examination Committee, College Development Committee, Disciplinary Committee, Faculty Development Committee (Ramakrishna Mission College, Narendrapur has one) are to be found in almost all colleges. There are also Library Development Committee, House-Building Loan Committee, Canteen Committee, College Beautification Committee, etc.. Teachers' and employees cooperatives are found in most of the colleges. Efforts are being made to establish Internal Quality Assurance Cells (IQAC) in most of the colleges.

Criterion VII: Healthy Practices

The positive practices found by the PT are mostly repeated, although succinctly, in this criterion of 'Healthy Practices'. Such practices in the colleges are far too many

to be listed here. However, the major features, without much repetition of what has been noted before, can now be mentioned.

In order to consolidate their financial base, the colleges have begun a two-pronged approach. They are, on the one hand, economizing and cutting down unnecessary expenses, while, on the other, making all-out efforts to collect funds, without solely depending on governmental funding. This is the reason they have begun tying up with private providers for various professional programs of training, most prominent of which are IT and computer education. Local Area Development funds from MPs, MLAs, Municipalities and Zilla Parishads are also coming their way. Introduction of short-term self-financing enrichment courses is also a measure undertaken with this objective in view, apart from opening up new avenues of skill and knowledge formation for their students. MoUs with outside agencies are being signed for both research and developmental support. Help from alumni and local business associations is being sought in a more structured way. The importance of consultancy is being appreciated all around.

The colleges have also embarked upon a developmental path. The NAAC process has sensitized them to the fact that development is a constant ongoing process, and that they are now competing in a global arena. Compete or perish is the mantra now, and they have not only to survive, but perform better and better, competing even with their own past. This has been evident in the modular and unitized teaching adopted by some (Loreto Darjeeling for example), and in monitoring, social audit and student evaluation of teachers' performance being formalized more and more. Facilities for students are being attended to with more care, and more student-oriented and student-friendly teaching methods are being adopted.

The healthy community life in the colleges has been commented upon favorably by most of the PT. Shree Shikshayatan serves free tea thrice to its teaching and non-teaching employees; Asutosh College, among others has a tea club; most colleges organize a sumptuous annual dinner, etc. are light-hearted snippets from the PTR. But teachers and students joining hands in various outreach programs, going on educational tours, NCC cadets participating in the Republic Day parades, alumni and parents taking active interest in the progress of the college, authorities and parents consulting

each other regularly on the progress of the latter's wards, students attaining high positions and academic glory, all figure in the list.

Many co-educational colleges have cells for psychological counseling, particularly for girls. Healthcare is receiving due attention, along with grievance redressal and career counseling. One of the major consequences of accreditation is that the colleges in West Bengal have become acutely conscious of their tasks ahead.

OVERALL ANALYSIS

Here, the focus will be on the major suggestions and recommendations made by the PT, criterion-wise, to catalyze further development of colleges.

Curricular Aspects

- More colleges need to have PG subjects; M. Phil. and Ph. D. programs may not then be out of bounds for the colleges.
- New subjects, interdisciplinary in nature, may be added to the regular streams; for Loreto, Kolkata, Plantation Management and Environmental Science have been suggested, while for Ramakrishna Mission, Narendrapur, it is Yoga, Human Rights, Spirituality and Science and Conflict Management.
- The colleges that do not have add-on, self-financing courses need to go in for them. Those that have them in a limited number, may expand their scope and options.
- There may also be PG Diploma and certificate courses in colleges. That would offer scope to students for lateral mobility, even if in a limited way.

Teaching-Learning and Evaluation

- More 'permanent' teaching positions are needed in newly established colleges. Of a total strength of 60, East Calcutta Girls' College has only 11 permanent teachers. Dwijendralal College, Krishnanagar has only 6 full-time teachers for 669 students.

- Filling up of vacant teaching positions needs to be speeded up.
- Teachers need to adopt more student-friendly and interactive methods of teaching. More extensive use of modern teaching aids and ICT-based techniques is essential to keep teaching methods in tune with current trends.
- Underperforming students may be given remedial support.
- Every college may have an Internal Quality Assurance Cell (IQAC) to ensure constant attention to quality initiatives.
- Evaluation of teachers by the students may be formalized, and output systematically utilized to augment the quality of teaching – learning experiences. Maharaja Uday Chand college of Burdwan has a 10-point scale of teacher evaluation; similar ones may be thought of by others.
- Libraries may be computerized in toto, enriched periodically, and book bank facilities expanded.

Research, Consultancy and Extension

- Teachers, particularly seniors and those with higher research qualifications, may help in expanding research culture in colleges, seeking funds from various agencies like the UGC, DBT, DST, ICSR, ICAR, and establishing linkages with other national and international agencies. The missionary colleges do not often have sufficient number of teachers with a research degree. This may be remedied. More minor and major research projects may be applied for. The colleges also need to motivate teachers to improve their research qualifications.
- Consultancy has not developed as a practice in most colleges. This may be given its due attention now.
- Research Councils and Research Development Cells may be established in colleges, as some have already done. More 'permanent' teachers and 'part-timers' may try to acquire research degrees.

- Extension and socially meaningful outreach activities are very much on the agenda of most of the colleges. There can be some more. For example, a college like Ramakrishna Mission, Narendrapur, may install 'gobar gas plants' at villages, as an alternative source of pollution-free energy. Some may attempt training for rainwater harvesting and small-scale pisciculture. Herbal gardening by some institutions may lead to a rejuvenation of traditional Indian medicine and treatment.

Infrastructure and Learning Resources

- More books in the libraries, more computers to departments and in the labs, open access to books, more scholarships, more balanced teacher-student ratio, more lab-space and lab facilities, speedy updating and modernization of labs, more lateral options in terms of interdisciplinary courses, more hostels, more residential quarters for teachers in remote area colleges, computerization of libraries, office, examination system, etc. represent the common refrain of recommendations in this area.
- Sports facilities are to be increased and strengthened in many colleges.
- Hostel facilities for students need expansion and better maintenance.
- There is vast potential for utilizing student services in the upkeep of campuses.

Student Support and Progression

- Career Guidance and Placement Cells are to be established where there are none.
- Healthcare facilities need to be strengthened in many institutions.
- Linkages with local industries are to be established for students' hands-on training and also for facilitating future employment.
- Campus interviews are to be organized wherever possible.

Organization and Management

- Resource generation and mobilization, with adequate portfolio management may receive top priority. NRI alumni are to be approached, and out-of-state and NRI students attracted.
- Autonomy has become an imperative need for better performing colleges. West Bengal is taking some time to decide on this.
- The universities may strengthen mechanisms for more effective monitoring of the performance of affiliated colleges.

6. ANALYSIS OF PEER TEAM REPORTS OF ACCREDITED COLLEGES (TEACHER EDUCATION)

In fulfillment of the provisions laid down in the NCTE Act for quality assurance of teacher education institutions and realizing that a system of rating recognized teacher education institutions by an independent autonomous body will bring credibility to the functioning of the institutions and quality of the programmes, the NAAC and the NCTE have entered into an MoU for executing the process of assessment and accreditation of all the teacher education institutions coming under the various provisions of the NCTE Act 1975. Unlike for colleges of general education where the evaluation is made against seven criteria, the teacher education institutions are assessed against six criteria. The NCTE has linked the outcome of NAAC accreditation to the eligibility criteria for application for increase in intake or starting of new programmes. For assessment and accreditation of teacher education institutions, the NAAC, in consultation with the NCTE, has evolved a methodology wherein the unit of accreditation remains the institution even though assessment of the programmes offered by a department of the college is undertaken. So far, three institutions in the state have offered their teacher education programmes for accreditation. The St. Xavier's College, Loreto College and Scottish Church College, all of which have also undergone overall assessment and accreditation by the NAAC, have opted for accreditation of their teacher education programmes. While one of them is a co-education college, the other two of them cater only to women students in their B. Ed. stream. Since, as of now, only three colleges have opted for assessment of their teacher education programmes, the analysis of this sector is necessarily brief.

CRITERION-WISE ANALYSIS

Criterion I : Curriculum Design and Planning

It has been noted that the three departments are parts of undergraduate colleges affiliated to a university, and therefore, of necessity, have to follow the prescribed university syllabus for the course, without much scope for innovation or alteration. It is a one-year course. An added component of value education is however a feature of all the three colleges. Loreto, in addition, runs a two-year teacher training course for Grades I-VI, for which the NCTE is yet to prescribe norms. St. Xavier's has some problem with finding schools for practice teaching, while the other two have good networking with them. Otherwise, working and teaching days in all are more than that required by the norms set by the NCTE. Seminars, workshops and other interactive academic sessions with external experts are regularly held in all the three departments.

Criterion II : Curriculum Transaction and Evaluation

Curriculum Transaction in these departments is marked by academic calendars scrupulously designed and pursued, interactive teaching, and use of various audio-visual aids. St. Xavier's has an 'informal' method of teachers' evaluation by students, while others seem to have more formal methods, and the evaluation becomes a component of the teacher's service file. Teachers also have to do annual self-appraisal.

Evaluation is ultimately done by the university through a public examination. There are tests, assignments and project works in the departments themselves through which the candidates have to mark their progress. All the three colleges are quite serious about faculty improvement and organize as well as encourage teachers' participation in workshops, orientation and refresher courses, and training of various kinds. The PT have noted with appreciation the seriousness with which teaching-learning is carried on in all the three departments.

Criterion III: Research, Development and Extension

In St. Xavier's two teachers have Ph. D., and two have M. Phil.. In Scottish Church, there is one Ph. D., while one is doing Ph. D. research. In Loreto, there is no teacher

with a Ph. D.; however, four of them are working for it. Research has some scope for development in these colleges. Members of the faculty, however, avail of numerous FIP opportunities and other avenues of professional development. Collaborative linkages with outside agencies like NIEPA, NCERT or SCERT is yet to be developed.

It is the extension programs in which these colleges steal a long march over others. The commitment of these colleges to social uplift, particularly that of the underprivileged, is universally acknowledged, and all their students participate in the general 'missionary' and outreach programs.

Criterion IV: Infrastructure and Learning Resources

It has been observed that all the departments share the excellent infrastructure facilities provided by the college. The St. Xavier's library is well-equipped with books and journals and has a book-bank facility. The department here has AV cassettes, Video cameras, LCD, VCR and other teaching aids. But it needs to take steps to develop laboratories for science, languages and experimental psychology. These laboratories, when set up, also need to have their own computers. Scottish Church has made budgetary provisions for a psychology and educational technology laboratory. Its library is being developed, but the general library of the college has sufficient number of subject books related to the department. This college has a separate building for the department, and will be able to use its new audio-visual room with a seating capacity of 170. The Loreto departmental library also has a book-bank facility. It has the requisite number of educational laboratories that are extensively used. In addition, it has a 16-bed hostel for the needy students, and Scottish Church has a provision of 5 seats in its general hostels.

Criterion V: Student Support and Progression

Drop-out rate is, on an average, 10% and the success rate is high. The prospectus is printed and updated every year by all three departments. St. Xavier's has stopped financial aid because of the lack of takers, but some concessions are still available.

The teaching consists mostly of lectures, although assignments, project work, seminars, etc. also find an important place in the course-work. Debates, educational field tours (in a limited way) and cultural events are part of the college calendar, in which students

of the B. Ed. departments also participate. Some teaching aids are used in Loreto and Scottish Church, while St. Xavier's needs to use them more. The departments need to put in place structured method of students' evaluation of teachers.

Recreational facilities are made available. Psychological and career counseling is done on an informal basis. There is no placement cell in any of the departments. Practice teaching in schools often provides part-time situations, but that is not the general rule. Departmental alumni associations are not there in any of the three, although the colleges themselves have quite strong and active associations.

Criterion VI : Organisation and Management

As the departmental management is part of the college management network, departments have little administrative and financial autonomy. The HOD or Dean (as in St. Xavier's) is a part of the college administration. The college budget has an allocation for the department, on which the departmental program is conducted. There is no organized students' or non-teaching employees' bodies for the departments. St. Xavier's does not have a separate non-teaching staff for the department either.

OVERALL ANALYSIS

The PT have made suggestions and recommendations for each of the departments, on judging their areas of weakness and strength. For St. Xavier's they recommend a full-fledged principal, strengthening of practice teaching, introduction of M. Phil and M. Ed. courses, career counseling, independent experimental laboratories, more faculty improvement, formation of an alumni association, wider service to the minorities, and more outreach programs through community camps. Loreto has been advised to address the learning-to-learn needs in a more explicit manner, adopt more innovative methods of teaching-learning, micro-teaching sessions for core teaching skills, give more academic autonomy to teachers for their personal development, and introduce more assignment-oriented teaching. Physical education has been advised as a subject in the B. Ed. Course for both St. Xavier's and Loreto College. Scottish Church library needs strengthening, and is awaiting computerization. All have been advised to have research linkage with national and state organizations. Scottish Church and St. Xavier's need to increase practice teaching days.

7. RECOMMENDATIONS TO THE VARIOUS STAKEHOLDERS

(i) Colleges and universities

- In the wake of globalization, infrastructure assumes added significance. Though the universities of the state may house teaching and research talent that compares with the best in the world and offer education at a relatively cheaper cost, the lack of world-class infrastructure could turn out to be a serious retarding factor in attracting students from other countries. Also, the universities in the state present an uneven picture in this important aspect. There is need for additional support to create such infrastructure and groom at least a few select departments into centers of excellence. In accomplishing this task, the universities may enlist the active support of their alumni, the local community and the industry.
- Enabling measures towards appointing 'regular' teachers in required numbers who fulfill eligibility criteria need to be considered.
- The imminent WTO entry into higher education services holds the sure prospect of heralding sweeping changes in the higher education sector. In the evolving context, the universities, in consultation with the academic community and the UGC, may consider measures to equip themselves with greater functional autonomy in both financial and academic matters to adapt to the newly emerging situations.
- To improve progression rates and access to higher education, more colleges need to be upgraded for starting postgraduate courses. This would also encourage research at the grassroot level and proper dissemination of the research findings.
- Universities and colleges may closely interact with and utilize the large scientific resource base available in the various establishments in the state.

(ii) State government

The government of West Bengal in its pursuit of quality and excellence in higher education has initiated various steps which have had their impact on the system and have shown encouraging results. As in other states, the higher education system in West Bengal is also largely determined and controlled by the state government. Specific sanction is needed to start programmes and courses of study at all levels. With postgraduate studies offered only in eight colleges of West Bengal, the major responsibility for maintenance of quality and standards in higher education rests with the universities in the state. Nevertheless, it is the policies and practices of the state government that essentially create a conducive environment for a planned and orderly growth of the higher education sector in the state as a whole. It is in this background that the following recommendations are made for consideration by the state government.

- The West Bengal government has taken a commendable step by constituting a Quality Assurance cell (QAC) in the West Bengal State Council for Higher Education (WBSCHE). The QAC may be activated in an appropriate manner to study the numerous new ideas and recommendations that find mention in the Peer Team Reports and liaise with the institutions for their early implementation.
- That the NAAC process has infused a new dynamism in the higher education sector in India is now a *fait accompli*. This has largely been possible due to the cooperative spirit of the various state governments towards the quality assessment exercise. The examples of Haryana, Maharashtra, Assam and Karnataka have illustrated that once a state government evinces keen interest in the quality enhancing exercise and collaborates with the NAAC, preparations on the part of institutions for submission to the NAAC process gain momentum. It will be a step in the right direction for the government of West Bengal to draw up a time-bound action plan for assessment and accreditation of all the colleges in the state.

- With just about 10% of its HEI accredited so far, the state has still a long way to go in the accreditation arena. The government may consider issuing policy directives to institutions for early initiation of self-study and submission to the accreditation process so that the state may not be a loser when, at some point of time in future, funding bodies link their financial assistance to NAAC accreditation.
- The idea of granting autonomy to highly-rated colleges needs consideration by the state government, as the autonomy would be essentially limited to academic issues and would not come in the way of the socio-economic policies of the government. Such a measure would not only help bring in more funds to the state from funding agencies, but also will help build on the free-thinking educational culture of the state.
- Parents and alumni have emerged as two of the five supporting pillars of an institution, the other three being teaching staff, non-teaching staff and students. These two sections of stakeholders hold immense potential to contribute to institutional development. The government may consider measures to activate the Parent Association and Alumni Association in all colleges and issue general directives in the matter to make them more purposive.
- Accreditation may turn futile from the standpoint of quality improvement unless there is a matching effort at post-accreditation follow-up by all concerned. The NAAC already insists on each accredited institution establishing an Internal Quality Assurance Cell (IQAC) to focus on quality enhancement initiatives. The state government may also like to issue appropriate directions to make the functioning of IQAC more efficient and effective.

8. CONCLUSION

While it is heartening that the universities of West Bengal took an early lead in going in for accreditation, the response from the college sector has been relatively slow. There are 14 universities, aided by the state government, and of these, 7 are conventional universities, 2 are Technical (including one deemed-to-be university), one University of Juridical Sciences, one University of Animal and Fishery Science, two Agriculture universities and an Open University. That all the 7 traditional universities went in for accreditation early is a creditable performance, though, the Central University, Visva Bharathi, Santiniketan is a prominent exception to the trend. However, among colleges, the number of accredited colleges (including Education Departments) at 47 is just over 10% of the total of about 460 colleges, including 30 Education colleges.

West Bengal is one of the ten states to have a State Level Quality Assurance Coordination Committee (SLQACC) and Quality Assurance Cell (QAC), facilities set up with NAAC support, to both orient the colleges for accreditation as also to get them to initiate quality improvement measures in the post-accreditation phase. The services of these bodies need to be effectively roped in to consolidate the outcome of the four awareness programs that have so far been conducted, with manifest cooperation from all related sectors, educational administrators in particular, in various parts of the state. There is also the recent initiative from the UGC to financially assist the recognized colleges to undergo accreditation. Although all these should induce the yet-to-be accredited colleges to submit to the NAAC process without any further hesitation, concerted and continuous effort from the state government, the universities, higher education leaders, the teachers organizations, the student bodies, the parents and indeed the society as a whole is a compelling need to bring all colleges under the NAAC lens. The government may, in consultation with the NAAC, consider evolving an action plan for time-bound accreditation of all the HEI, including education colleges, in the state. The examples of Haryana, Maharashtra, Assam and Karnataka amply prove that once a state government collaborates with the NAAC, and prescribes a definite time-frame, all the HEI in the concerned state feel obliged to undergo accreditation. Apprehensions, if any, of acquiring a low grade need not hold back any institution as it has now been unanimously agreed that embarking on the process of accreditation is a developmental step in itself.

State-wise Analysis of Accreditation Reports - *West Bengal*

Viewed in relative terms, in the accreditation arena, West Bengal, as of now, is ahead of its neighboring states of Bihar, Chattisgarh, Jharkhand and Orissa, that comprise the Eastern Region. Though, in the recent past, there has been a slight surge in submission of SSR from colleges of these states, on the whole, the region lags behind other regions in accreditation. One of the objectives of preparing this document is to generate an enhanced response from West Bengal in particular, and the Eastern Region as a whole.

While the priority for the government of West Bengal may be to see all colleges in the state accredited and take enabling measures towards that end, in due course, the state may even consider evolving a regional mechanism in collaboration with the other four states to initiate effective measures to achieve the larger purpose of improving the quality of higher education in the region. Accreditation by the NAAC would just be a beginning.

Annexure 1
Accredited Universities of West Bengal
Criterion-wise Scores

| Institution | C I | C II | C III | C IV | C V | C VI | C VII | Overall % | Overall grade |
|--|-----|------|-------|------|-----|------|-------|-----------|---------------|
| University of North Bengal, Darjeeling | 70 | 68 | 65 | 65 | 61 | 60 | 62 | 65.3 | A*** |
| The University of Burdwan Burdwan | 70 | 70 | 75 | 75 | 70 | 70 | 70 | 71.5 | A**** |
| University of Kalyani Kalyani | 65 | 65 | 75 | 62 | 70 | 68 | 65 | 66.85 | A*** |
| University of Calcutta Kolkata | 76 | 72 | 85 | 78 | 70 | 68 | 74 | 75.05 | A***** |
| Jadavpur University Kolkata | 80 | 82 | 70 | 75 | 76 | 80 | 75 | 77.35 | A***** |
| Rabindra Bharati University Kolkata | 70 | 74 | 71 | 68 | 67 | 73 | 72 | 71 | A**** |
| Vidyasagar University Midnapore | 71 | 70 | 67 | 65 | 65 | 68 | 67 | 67.95 | A*** |

C I: Curricular Aspects; C II: Teaching-Learning & Evaluation; C III: Research, Consultancy & Extension; C IV: Infrastructure & Learning Resources; C V: Student Support & Progression; C VI: Organization & Management; C VII: Healthy Practices

Annexure 2
Accredited Colleges of West Bengal
Criterion-wise Scores

| Institution | C I | C II | C III | C IV | C V | C VI | C VII | Overall % | Overall grade |
|---|-----|------|-------|------|-----|------|-------|-----------|---------------|
| Asutosh College, Kolkata | 75 | 65 | 70 | 65 | 65 | 70 | 65 | 66.75 | C++ |
| Acharya Praphulla Chandra College, New Barrackpore, Kolkata | 85 | 80 | 85 | 85 | 85 | 80 | 80 | 82 | B++ |
| Barrackpore Rastraguru Surendranath College, Barrackpore | 73 | 78 | 57 | 65 | 75 | 80 | 67 | 73.3 | B |
| Gurudas College, Kolkata | 75 | 80 | 85 | 75 | 80 | 80 | 75 | 78.5 | B+ |
| Loreto College, Kolkata | 68 | 80 | 60 | 74 | 75 | 72 | 74 | 75 | A***** |
| Loreto College, Darjeeling | 70 | 78 | 65 | 80 | 80 | 78 | 80 | 77.25 | B+ |
| Ramakrishna Mission Residential College, Kolkata | 85 | 85 | 85 | 95 | 85 | 90 | 85 | 87 | A |
| Shri. Shikshayatan College, Kolkata | 71 | 80 | 65 | 72 | 77 | 69 | 75 | 75.25 | B+ |
| St. Joseph's College, Darjeeling | 80 | 82 | 75 | 90 | 85 | 85 | 80 | 83.05 | B++ |
| St. Xavier's College, Kolkata | 90 | 85 | 80 | 90 | 85 | 85 | 85 | 86 | A |
| Smt. J. D. Birla Institute, Kolkata | 80 | 82 | 60 | 85 | 75 | 70 | 70 | 78.05 | B+ |
| Victoria Institution (College) Kolkata | 80 | 78 | 61 | 65 | 70 | 70 | 70 | 73 | B |
| Muralidhar Girls' College, Kolkata | 75 | 85 | 65 | 65 | 75 | 70 | 70 | 76 | B+ |
| Basanti Devi College, Kolkata | 80 | 85 | 80 | 75 | 80 | 75 | 75 | 80.25 | B++ |
| Kidderpore College Kolkata | 75 | 75 | 75 | 65 | 60 | 75 | 80 | 72.5 | B |

State-wise Analysis of Accreditation Reports - West Bengal

| Institution | C I | C II | C III | C IV | C V | C VI | C VII | Overall % | Overall grade |
|---|-----|------|-------|------|-----|------|-------|-----------|---------------|
| Maheshtala College Kolkata | 60 | 70 | 25 | 60 | 60 | 80 | 70 | 65.25 | C++ |
| East Calcutta Girls' College, Kolkata | 60 | 65 | 55 | 55 | 60 | 60 | 60 | 61 | C+ |
| Dr. Kanailal Bhattacharyya College Howrah | 70 | 68 | 60 | 70 | 65 | 65 | 70 | 67.7 | C++ |
| South Calcutta Girls' College, Kolkata | 60 | 75 | 35 | 70 | 70 | 80 | 70 | 70.25 | B |
| Vivekananda College, Kolkata | 77 | 82 | 80 | 78 | 77 | 80 | 82 | 80.1 | B++ |
| Saheed Anurupchandra Mahavidyalaya South 24 Parganas | 65 | 70 | 55 | 70 | 70 | 70 | 65 | 68.25 | C++ |
| Vivekananda College for Women, Kolkata | 80 | 80 | 70 | 80 | 80 | 80 | 80 | 79.5 | B++ |
| Ramakrishna Sarada Mission Vivekananda Vidyabhavan, Kolkata | 75 | 75 | 65 | 75 | 75 | 75 | 75 | 74.5 | B+ |
| Raiganj College (University College) Dist. N.Dinajpur | 73 | 78 | 80 | 77 | 78 | 80 | 75 | 77.35 | B+ |
| Balurghat College, Dist.S. Dinajpur | 65 | 76 | 70 | 70 | 70 | 78 | 75 | 73.2 | B |
| Scottish Church College, Kolkata | 85 | 90 | 80 | 80 | 85 | 85 | 85 | 86 | A |
| Salesian College, Sonada, Darjeeling | 70 | 70 | 55 | 80 | 68 | 55 | 60 | 68.05 | C++ |
| Charuchandra College Kolkata | 68 | 72 | 65 | 60 | 60 | 60 | 60 | 65.85 | C++ |
| Dwijendralal College, Krishnagar, Nadia | 70 | 60 | 50 | 50 | 60 | 70 | 50 | 59 | C |
| Maharajadhiraj Uday Chand Women's College, Burdwan | 70 | 90 | 85 | 62 | 80 | 85 | 80 | 81.05 | B++ |
| Vivekananda Mahavidyalaya, P.O. Sripally, Burdwan | 65 | 80 | 75 | 80 | 80 | 80 | 70 | 77.25 | B+ |

State-wise Analysis of Accreditation Reports - West Bengal

| Institution | C I | C II | C III | C IV | C V | C VI | C VII | Overall % | Overall grade |
|---|-----|------|-------|------|-----|------|-------|-----------|---------------|
| Rishi Bankim Chandra College, Kantalpara, Naihati, N.24 Parganas | 70 | 77 | 60 | 65 | 70 | 75 | 65 | 71.55 | B |
| Rishi Bankim Chandra College for Women, Naihati, N.24 Parganas | 70 | 78 | 60 | 60 | 67 | 70 | 65 | 70.40 | B |
| Aghorekamini Prakashchandra Mahavidyalaya, Subhasnagar, Dist. Hooghly | 75 | 70 | 60 | 75 | 66 | 85 | 60 | 70.85 | B |
| Nistarini College, Purulia | 70 | 90 | 30 | 80 | 90 | 85 | 85 | 82.50 | B++ |
| Raja N. L. Khan Women's College, West Medinipur Dist. | 80 | 95 | 80 | 90 | 75 | 80 | 80 | 87 | A |
| Siliguri College of Commerce, Siliguri, Dist. Darjeeling | 56 | 65 | 30 | 56 | 55 | 55 | 55 | 58 | C |
| Gangarampur College, Gangarampur, Dist. Dakshin Dinajpur | 70 | 65 | 40 | 70 | 65 | 70 | 70 | 66 | C++ |
| Dinabandhu Mahavidyalaya, Post Bongaon, N.24 Parganas | 65 | 76 | 72 | 70 | 73 | 70 | 68 | 72.10 | B |
| Thakur Panchanan Mahila Mahavidyalaya, Cooch Behar | 65 | 59 | 50 | 65 | 60 | 65 | 55 | 60.35 | C+ |
| Prasannadeb Women's College, Jalpaiguri | 74 | 77 | 70 | 85 | 70 | 78 | 76 | 76.85 | B+ |
| Ananda Chandra College, Jalpaiguri | 83 | 83 | 75 | 82 | 80 | 81 | 79 | 81.55 | B++ |
| K. D. College of Commerce, Khudiram Nagar, Midnapore | 70 | 85 | 40 | 67 | 80 | 80 | 80 | 77 | B+ |
| Serampore College, Hooghly | 75 | 90 | 75 | 90 | 80 | 90 | 80 | 85.75 | A |

C I: Curricular Aspects; C II: Teaching-Learning & Evaluation; C III: Research, Consultancy & Extension; C IV: Infrastructure & Learning Resources; C V: Student Support & Progression; C VI: Organization & Management; C VII: Healthy Practices

Annexure 3
Accredited Colleges (Teacher Education)
Criterion-wise Scores

| Institution | Criterion I | Criterion II | Criterion III | Criterion IV | Criterion V | Criterion VI | Overall % | Overall grade |
|--|-------------|--------------|---------------|--------------|-------------|--------------|-----------|---------------|
| Scottish Church College (B. Ed. Stream) Kolkata | 75 | 70 | 60 | 75 | 75 | 80 | 73 | B |
| St. Xavier's College (Department of Education) Kolkata | 85 | 75 | 70 | 75 | 80 | 85 | 77.75 | B+ |
| Loreto College (Department of Education) Kolkata | 85 | 85 | 75 | 85 | 70 | 80 | 82.25 | B++ |

Criterion I : Curriculum Design and Planning

Criterion II : Curriculum Transaction and Evaluation

Criterion III: Research, Development and Extension

Criterion IV: Infrastructure and Learning Resources

Criterion V : Student Support & Progression

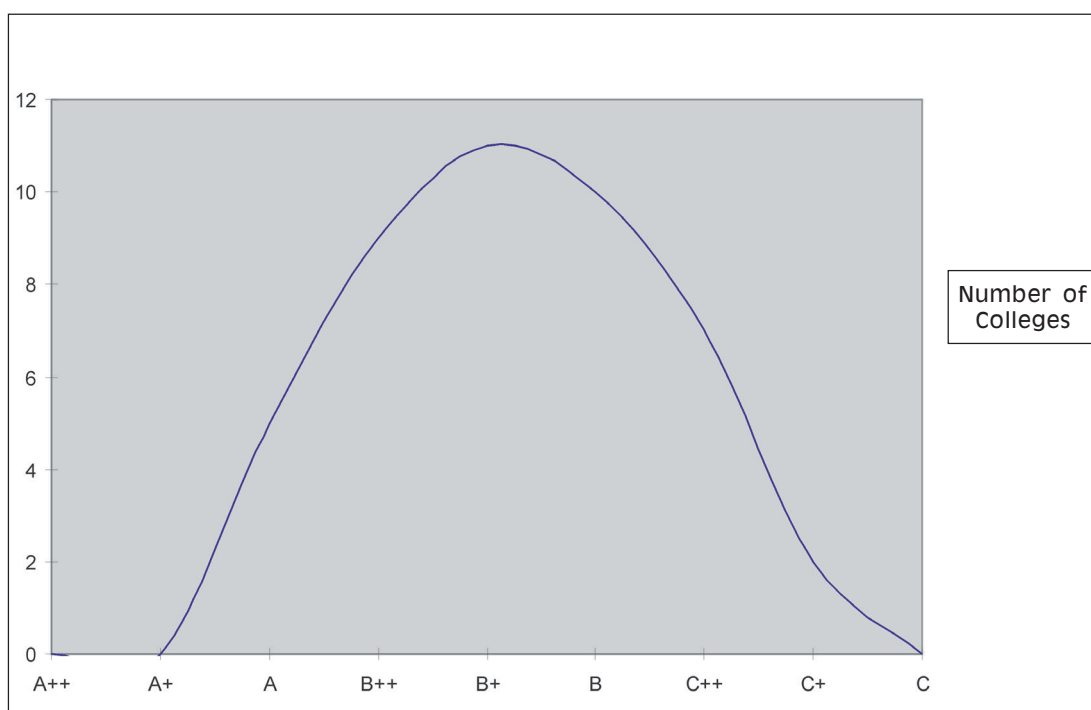
Criterion VI: Organization & Management

Annexure 4

Grade-wise distribution of Accredited Institutions of West Bengal

| Grades Institutions | A++ | A+ | A | B++ | B+ | B | C++ | C+ | C | 5 star | 4 star | 3star | Total |
|------------------------|-----|----|----|-----|----|----|-----|----|----|--------|--------|-------|-------|
| Universities | - | - | - | - | - | - | - | - | - | 02 | 02 | 03 | 07 |
| Colleges | - | - | 05 | 09 | 11 | 10 | 07 | 02 | 02 | 01 | - | - | 47* |
| Total | - | - | 05 | 09 | 11 | 10 | 07 | 02 | 02 | 03 | 02 | 03 | 54 |

* Three B.Ed. institutions are also included.



Approximate curve

Annexure 5
Accreditation Summary (as on September 16, 2004)

| State | A++ | A+ | A | B++ | B+ | B | C++ | C+ | C | A***** | A**** | A*** | A** | A* | Old | Total |
|-------------------|----------|-----------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|-----------|----------|----------|-------------|
| Andhra Pradesh | 1 | 1 | 9 | 12 | 3 | 4 | 0 | 0 | 0 | 5 | 8 | 1 | 1 | 0 | 1 | 46 |
| Arunachal Pradesh | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Assam | 0 | 0 | 1 | 6 | 17 | 30 | 22 | 7 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 85 |
| Bihar | 0 | 0 | 1 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Chandigarh | 0 | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 10 |
| Chattisgarh | 0 | 0 | 0 | 2 | 3 | 2 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 11 |
| Delhi | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Goa | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 12 |
| Gujarat | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 11 |
| Haryana | 0 | 1 | 4 | 20 | 37 | 47 | 21 | 11 | 8 | 0 | 1 | 0 | 0 | 0 | 0 | 150 |
| Himachal Pradesh | 0 | 0 | 1 | 6 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Jammu & Kashmir | 0 | 0 | 2 | 7 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 13 |
| Jharkhand | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 7 |
| Karnataka | 0 | 1 | 17 | 44 | 81 | 82 | 33 | 24 | 3 | 11 | 14 | 10 | 2 | 0 | 1 | 323 |
| Kerala | 0 | 0 | 6 | 18 | 17 | 7 | 1 | 0 | 0 | 9 | 14 | 20 | 0 | 0 | 2 | 94 |
| Madhya Pradesh | 0 | 1 | 3 | 6 | 10 | 10 | 5 | 0 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | 41 |
| Maharashtra | 1 | 10 | 54 | 118 | 180 | 195 | 117 | 77 | 45 | 10 | 10 | 3 | 1 | 0 | 2 | 823 |
| Manipur | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Meghalaya | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 4 |
| Mizoram | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Nagaland | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Orissa | 0 | 0 | 2 | 3 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Pondicherry | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 |
| Punjab | 0 | 8 | 9 | 18 | 10 | 5 | 2 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 56 |
| Rajasthan | 0 | 1 | 4 | 6 | 10 | 7 | 3 | 10 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 45 |
| Tamil Nadu | 0 | 2 | 19 | 16 | 25 | 6 | 4 | 0 | 0 | 28 | 24 | 16 | 6 | 0 | 2 | 148 |
| Tripura | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Uttar Pradesh | 0 | 0 | 4 | 3 | 5 | 4 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 19 |
| Uttaranchal | 0 | 0 | 1 | 3 | 6 | 4 | 4 | 2 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 23 |
| West Bengal | 0 | 0 | 5 | 9 | 11 | 10 | 7 | 2 | 2 | 3 | 2 | 3 | 0 | 0 | 0 | 54 |
| Total | 2 | 25 | 146 | 306 | 440 | 427 | 224 | 138 | 65 | 75 | 95 | 58 | 10 | 1 | 9 | 2021 |

Annexure 6

Institutions Accredited by the NAAC in Eastern Region (as on November 4, 2004)

Bihar University

| | | |
|----|--|-----|
| 1. | Tilka Manjhi Bhagalpur University, Bhagalpur | C++ |
|----|--|-----|

Colleges

| | | |
|----|--|-----|
| 1. | Bihar National College, Ashok Rajpath, Patna | B++ |
| 2. | Patna Women's College, Avila Convent, Bailey Road, Patna | A |
| 3. | R. C. S. College, Begusarai | C++ |
| 4. | Sunderwati Mahila Mahavidyalaya, Bhagalpur | B+ |
| 5. | T. N. B. College, Bhagalpur | B+ |
| 6. | St. Xavier's College of Education, Patna | B++ |
| 7. | Magadh Mahila College, Patna | B++ |

Chhattisgarh Universities

| | | |
|----|---|----|
| 1. | Pt. Ravishankar Shukla University, Raipur | B+ |
| 2. | Guru Ghasidas University, Bilaspur | B+ |

Colleges

| | | |
|-----|---|--|
| 1. | Kamala Nehru Mahavidyalaya, Rani Road, Korba | B |
| 2. | Government Naveen Girls College, Bilaspur | B+ |
| 3. | Govt. College of Science (Autonomous), Raipur | B++ |
| 4. | Govt. College, Kawardha | C |
| 5. | Govt. College, Dist. Durg, Arjunda | C |
| 6. | Govt. D. B. Girls P.G. College (Autonomous), Kalibadi Chowk, Raipur | B++ |
| 7. | Govt. Digvijay College (Autonomous), Rajnandgaon | B |
| 8. | Govt. V. Y. T. P.G. Autonomous College, Durg | B+ |
| 9. | Holy Cross College for Women, Ambikapur | Assessed under the old grading system- Top category under that system |
| 10. | St. Vincent Pallotti College, P.O. Kapa, Raipur | C+ |
| 11. | Kalyan Mahavidyalaya, Bhilainagar | B++ |

State-wise Analysis of Accreditation Reports - West Bengal

| | | |
|-----|--|-----|
| 12. | Kalyan Mahavidyalaya, Department of Education, Bhilainagar | B++ |
| 13. | Government L. C. S. College, Ambagarh Chowki | C+ |
| 14. | S. N. G. College, Mungeli | C+ |
| 15. | Government P. G. Arts and Commerce College, Bilaspur | B+ |

Jharkhand University

| | | |
|----|--|----|
| 1. | Birla Institute of Technology (Deemed University), Ranchi, | B+ |
|----|--|----|

Colleges

| | | |
|----|--|-----------|
| 1. | Jamshedpur Workers' College, Mango, Jamshedpur | C |
| 2. | Mahila College, Dist. West Singhbhum, Chaibasa | C+ |
| 3. | Marwari College, Lake Road, Hindpiri, Ranchi | B++ |
| 4. | Nirmala College, Hinoo, P.B. No. 15, Ranchi | B+ |
| 5. | Ranchi Women's College, Circular Road, Ranchi | B+ |
| 6. | St. Xavier's College, Ranchi | Four star |
| 7. | Ursuline Women's Teachers' Training College, Lohardaga | B+ |
| 8. | Jamshedpur Women's College, Jamshedpur | B++ |
| 9. | The Graduate School College for Women, Jamshedpur | B++ |

Orissa Universities

| | | |
|----|---|-----|
| 1. | Berhampur University, Bhanja Bihar, Berhampur | B+ |
| 2. | Sambalpur University, Jyoti Vihar, Sambalpur | B+ |
| 3. | Utkal University, Vani Vihar, Bhubaneswar | B++ |

Colleges

| | | |
|----|--|-----|
| 1. | B. J. B. (Autonomous) College, Bhubaneswar | A |
| 2. | Dhenkanal Autonomous College, Dhenkanal | B++ |
| 3. | Kalinga Institute of Industrial Technology, Bhubaneswar | B++ |
| 4. | Khallikote Autonomous College, Berhampur | B+ |
| 5. | Maharaja Purna Chandra (Autonomous) College, Takhatpur, Baripada | B+ |
| 6. | N. C. Autonomous College, Jajpur | B+ |
| 7. | Rama Devi Women's Autonomous College, Bhubaneswar | A |
| 8. | S. B. R. Government Women's College, Berhampur | B |
| 9. | Shri Krushna Chandra Gajapati (Autonomous) College, Dist. Gajapati, Paralakhemundi | B |

State-wise Analysis of Accreditation Reports - West Bengal

West Bengal Universities

| | | |
|----|--|------------------|
| 1. | Jadavpur University, Kolkata | Five Star |
| 2. | Rabindra Bharati University, Kolkata | Four star |
| 3. | The University of Burdwan, Burdwan | Four star |
| 4. | University of Calcutta, Kolkata | Five star |
| 5. | University of Kalyani, Kalyani | Three star |
| 6. | University of North Bengal, Darjeeling | Three star |
| 7. | Vidyasagar University, Midnapore | Three star |

Colleges

| | | |
|-----|--|------------------|
| 1. | Asutosh College, Kolkata | C+ + |
| 2. | Acharya Prafulla Chandra College, P.O. New Barrackpore, North 24 Parganas, Kolkata | B++ |
| 3. | Aghorekamini Prakashchandra Mahavidyalaya, P.O. Bengai, Dist. Hooghly, Subhasnagar | B |
| 4. | Ananda Chandra College, Jalpaiguri | B++ |
| 5. | Balurghat College, Dist. Dakshin Dinajpur, Balurghat | B |
| 6. | Barrackpore Rastraguru Surendranath College, Barrackpore | B |
| 7. | Basanti Devi College, No. 147B, Rash Behari Avenue, Kolkatta | B++ |
| 8. | Charuchandra College, No. 22, Lake Road, Kolkata | C++ |
| 9. | Dinabandhu Mahavidyalaya, Post Bongaon, North 24 Parganas | B |
| 10. | Dr. Kanailal Bhattacharyya College, Dharmatala, Ramrajatala, Santragachi, Howrah | C++ |
| 11. | Dwijendralal College, Krishnagar, Nadia | C |
| 12. | East Calcutta Girls' College, Lake Town-Link Road, Calcutta | C+ |
| 13. | Gangarampur College, Dist. Dakshin Dinajpur, P. O. Gangarampur | C++ |
| 14. | Gurudas College, Narikeldanga, Kolkata | B+ |
| 15. | K. D. College of Commerce, Khudiram Nagar, Midnapore | B+ |
| 16. | Kidderpore College, No. 2 & 3, Pitamber Sircar Lane, Kidderpore, Kolkata | B |
| 17. | Loreto College (Department of Education), Kolkata | B++ |
| 18. | Loreto College, Calcutta | Five star |
| 19. | Loreto College, Darjeeling | B+ |
| 20. | Maharajadhiraj Uday Chand Women's College, B. C. Road, Burdwan | B++ |
| 21. | Maheshtala College, P.O. Chandannagar, Maheshtala, Kolkata | C++ |
| 22. | Muralidhar Girls' College, P-411/14, Gariahat Road, Ballygunge, Kolkata | B+ |
| 23. | Nistarini College, Deshbandhu Road, Purulia | B++ |
| 24. | Prasannadeb Women's College, Jalpaiguri | B+ |

State-wise Analysis of Accreditation Reports - West Bengal

| | | |
|-----|---|------------|
| 25. | Raiganj College (University College), Dist. Uttar Dinajpur | B+ |
| 26. | Raja N. L. Khan Women's College, Gope Palace, Dist. Paschim Medinipur, Medinipur | A |
| 27. | Ramakrishna Mission Residential College, Narendrapur, Kolkata | A |
| 28. | Ramakrishna Sarada Mission Vivekananda Vidyabhavan, No. 33, Nayapatty Road, Dum Dum, Kolkata | B+ |
| 29. | Rishi Bankim Chandra College for Women, Dist. North 24 Parganas, Naihati | B |
| 30. | Rishi Bankim Chandra College, Kantalpara, Naihati, 24 Parganas (North) | B |
| 31. | Saheed Anurup Chandra Mahavidyalaya, Barul, South 24 Parganas | C++ |
| 32. | Salesian College, Darjeeling, Sonada | C++ |
| 33. | Scottish Church College B. Ed. Stream, 1 & 3 Urquhart Square, Kolkata | B |
| 34. | Scottish Church College, 1 & 3 Urquhart Square, Kolkata | A |
| 35. | Serampore College, Serampore, Hooghly | A |
| 36. | Shri. Shikshayatan College, Kolkata | B+ |
| 37. | Siliguri College of Commerce, College Para, Dist. Darjeeling, Siliguri | C |
| 38. | Smt. J. D. Birla Institute, No. 11, Lower Rawdon Street, Kolkata | B+ |
| 39. | South Calcutta Girls' College, No. 72, Sarat Bose Road, Kolkata | B |
| 40. | St. Joseph's College, P.O. North Point, Darjeeling | B++ |
| 41. | St. Xavier's College (Department of Education), Kolkata | B+ |
| 42. | St. Xavier's College, Kolkata | A |
| 43. | Thakur Panchanan Mahila Mahavidyalaya, , Cooch Behar | C+ |
| 44. | Victoria Institution (College) No. 78B, Acharya Prafulla Chandra Road, Kolkata | B |
| 45. | Vivekananda College for Women, Barisha, Kolkata | B++ |
| 46. | Vivekananda College, No. 269, Diamond Harbour Road, Thakurpukur, Kolkata | B++ |
| 47. | Vivekananda Mahavidyalaya, Dist. Burdwan, P.O. Sripally | B+ |
| *48 | Gopal Chandra Memorial College of Education, | B+ |
| *49 | Lalbaba College, Belurmata P.O. | B+ |
| *50 | Vijaygarh Jyotish Ray College, Kolkata | B+ |
| *51 | Midnapore College, Midnapore | A+ |

(* These institutions were accredited on November 4, 2004 and hence their accreditation reports have not been included in the present analysis)

● 32 (grades in bold) out of 58 (i.e. 55%) institutions of West Bengal, accredited so far, have institutional score of 75% & above.

No. of Institutions Accredited in Eastern Region

| Universities | Colleges |
|--------------|-----------|
| 14 | 91 |

Annexure 7
Distribution of recognized colleges
West Bengal

| University | Colleges u/s 2f and 12(B) of UGC Act | | | | Colleges u/s 2f only | Total |
|--|--------------------------------------|------------|-----------|-----------|----------------------|------------|
| | UG | | PG | | | |
| | Govt. | Non-Govt. | Govt. | Non-Govt. | | |
| University of Burdwan, Burdwan | 06 | 72 | 03 | - | - | 81 |
| University Of Calcutta, Kolkata | 13 | 143 | 06 | 01 | - | 163 |
| Jadavpur University, Kolkata | - | 02 | - | - | - | 02 |
| University of Kalyani, Kalyani | - | 31 | - | - | - | 31 |
| University of North Bengal, Darjeeling | 08 | 42 | 01 | - | - | 51 |
| Rabindra Bharati University, Kolkata | - | 01 | - | - | - | 01 |
| Vidyasagar University, Midnapore | - | 34 | - | - | - | 34 |
| Total | 27 | 325 | 10 | 01 | - | 363 |

(Source: Directory of colleges recognised u/s 2(f) & 12(B) of the UGC Act, 1956 (updated till March 31, 2004))