



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle -2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
CITY COLLEGE
C-11934
West Bengal
KOLKATA
700009**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	CITY COLLEGE KOLKATA West Bengal 700009
2.Year of Establishment	1881
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	3
• Departments/Centres:	15
• Programmes/Course offered:	14
• Permanent Faculty Members:	74
• Permanent Support Staff:	17
• Students:	2418
4.Three major features in the institutional Context (As perceived by the Peer Team):	1. 1. Very old college established in 1881. 2. 2. Locational advantage as situated in the heart of city. 3. 3. Good outreach program.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 12-09-2024 Visit Date To : 13-09-2024
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Jai Prakash Verma
Member Co - ordinator:	Ashwin Purohit
Member:	Tarani Kara
NAAC Co - ordinator:	Dr. N R Mohan

Section II:Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion

(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each Criteria and Metrics)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	<i>Curricular Planning and Implementation</i>
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.3	<i>Curriculum Enrichment</i>
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
Qualitative analysis of Criterion 1	

The City College, Kolkata, maintains strength in curriculum planning and delivery through a structured, well-documented approach. An academic calendar is prepared in alignment with the affiliating university's guidelines, ensuring the timely commencement of sessions. The curriculum is supported by detailed teaching plans, with faculty incorporating electronic teaching aids to enhance traditional teaching methods. The use of digital platforms like Google Meet and Zoom during the pandemic showcases adaptability. Continuous assessment, including student seminars, fieldwork, and surveys, helps maintain an effective evaluation system. The institution emphasizes student engagement beyond classroom hours through mentorship and remedial classes, particularly post-pandemic, supporting slow learners and fostering open communication. Feedback from students and guardians is regularly analyzed to refine teaching quality, reflecting the institution's commitment to continuous improvement. However, despite these strengths, there is limited flexibility in curriculum modification due to the institution's affiliation, restricting its ability to integrate cross-cutting themes like professional ethics, gender, and sustainability at a curricular level. Although the institution organizes seminars and workshops to address these issues, the lack of autonomy in curriculum design limits its ability to offer a more tailored and responsive educational experience. Additionally, while the institution offers some certificate and value-added courses, enrollment in such programs remains low, and student participation in online platforms like MOOCs is limited. This highlights the need for improved academic flexibility and increased efforts to promote such courses. Overall, the institution excels in structured curriculum delivery and student support but could enhance its academic offerings and autonomy for a more comprehensive learning experience.

**Criterion 2 - Teaching-learning and Evaluation
(Key Indicator and Qualitative Metrics(QIM) in Criterion 2)**

2.3	<i>Teaching- Learning Process</i>
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process
2.5	<i>Evaluation Process and Reforms</i>
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>

2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words
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Qualitative analysis of Criterion 2

In assessing the strengths and weaknesses of City College under Teaching-Learning and Evaluation, several key aspects emerge. The enrollment data indicates a moderate enrollment percentage of 54.97%, with year-wise trends showing a consistent number of admissions, ranging from 811 to 904 over the past five years. However, the number of sanctioned seats remains significantly higher than filled seats, suggesting a need to improve outreach and recruitment efforts to fully utilize the institution's capacity. The college excels in incorporating experiential learning, particularly through hands-on laboratory experiments, excursions, and field visits across multiple departments. Participative learning approaches, such as seminars, workshops, and ICT integration, provide students with a well-rounded education. The availability of ICT-enabled classrooms, a robust library system with e-resources, and regular student participation in co-curricular activities further strengthen the teaching-learning process.

Nonetheless, there are areas that require attention. Despite the College's efforts in experiential learning, there remains a disparity between sanctioned and filled seats, indicating room for improvement in enrollment strategies. Additionally, while ICT tools are increasingly integrated, the heavy reliance on external assessment by the University of Calcutta limits the College's control over evaluation and the immediate redressal of exam grievances. Furthermore, the institution demonstrates strong faculty qualifications, with a full-time teacher occupancy rate of 92.11%, though there has been a slight fluctuation in the number of teaching staff over the years. Overall, City College has created a solid foundation for student engagement and academic performance but must address enrollment gaps and continue enhancing its evaluation framework.

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**Criterion 3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion 3)**

3.2	<i>Innovation Ecosystem</i>
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

3.4	<i>Extension Activities</i>
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies

Qualitative analysis of Criterion 3

The College demonstrates a commitment to research, innovation, and outreach activities, although there are areas for improvement. Over the last five years, the College has mobilized INR 10.5 lakhs in research grants, with a notable peak of INR 5.9 lakhs in 2021-22, reflecting its growing focus on research projects. However, the limited grant inflow in some years, particularly in 2020-21, indicates scope for enhancing funding efforts. The institution has created an innovative ecosystem through initiatives like the establishment of an IPR cell, incubation centers, and student-led seminars, although there is potential to expand the scope and outcomes of these programs further. With 48 workshops and seminars conducted, including those on research methodology and intellectual property rights, the College encourages academic engagement, though a more diverse range of topics could further enrich its outreach. Research output is modest, with an average of 1.61 research papers per teacher published in UGC CARE-listed journals; however, one faculty member has received a patent in Zoology. Extension activities highlight the College's commitment to community service, with initiatives like disaster relief and blood donation camps. The self-funded Social Service Cell and its regular outreach programs demonstrate a focus on holistic student development. Nonetheless, the absence of formal NSS or NCC units presents an opportunity to further formalize these efforts. Finally, while 11 functional MoUs with institutions and industries foster collaborations, expanding these linkages could significantly enhance the College's research and outreach impact."

Criterion 4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion 4)

4.1	<i>Physical Facilities</i>
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>

4.2	<i>Library as a Learning Resource</i>
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	<i>IT Infrastructure</i>
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection <i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i>

Qualitative analysis of Criterion 4

The College demonstrates its commitment to providing the necessary infrastructure and learning resources to support its academic mission. Its physical facilities include 65 classrooms and laboratories, all equipped with appropriate seating, teaching platforms, and essential lab equipment for departments such as Physics, Chemistry, Mathematics, Zoology, and Botany. Notably, some laboratories feature advanced equipment like UV-visible spectrophotometers, transilluminators, ELISA readers, pH meters, and cathode ray tubes. However, the condition of classrooms requires improvement, and the college currently has only one smart classroom, primarily used by the IQAC and for special lectures. While the existing infrastructure is adequate, there is a need to expand ICT facilities across more disciplines to create a more modern learning environment. The IT Lab serves Mathematics and Commerce students, enhancing their practical skills, but the limited availability of smart classrooms and advanced ICT tools across other departments remains a challenge.

The College also has a well-equipped gymnasium and facilities for cultural and sports activities, reinforcing its motto, "A sound mind in a sound body." However, further expansion of extracurricular facilities would better support student development. The library, with its 47,526 holdings, is a valuable resource, offering access to digital content through the Integrated Library Management System (KOHA) and memberships in e-ShodhSindhu and the National Digital Library of India (NDLI). While IT infrastructure is regularly updated, with routers ensuring seamless Wi-Fi, the Student-Computer ratio (37.37) indicates room for improvement in computer access. Additionally, with an infrastructure expenditure of INR 19.55 lakhs in 2022-23, the College has made significant investments, though opportunities for further upgrades remain to enhance academic support.

**Criterion 5 - Student Support and Progression
(Key Indicator and Qualitative Metrics(QIM) in Criterion 5)**

5.4	<i>Alumni Engagement</i>
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

The analysis of student support and progression in the college highlights several key strengths and areas for improvement. The institution has supported a significant number of students through scholarships and freeships, with 20.32% of the student population benefiting from such schemes over the past five years. The steady increase in the number of beneficiaries, from 262 in 2018-19 to 1,070 in 2022-23, reflects the institution's strong commitment to financial aid. However, the percentage of students progressing to higher education or securing placements remains relatively low at 6.79%, indicating a need for enhanced career guidance and placement services. Student participation in sports and cultural activities is commendable, with the institution achieving 10 awards for outstanding performances at various levels. However, the fluctuation in participation numbers suggests inconsistency in engagement, which the institution could address by organizing more regular and structured programs. The institution also demonstrates a commitment to student welfare through mechanisms for grievance redressal and adherence to guidelines on issues like sexual harassment and ragging, though further strengthening these processes could enhance student confidence. Overall, while the college excels in financial support and extracurricular involvement, efforts to improve career progression and student participation in institutional activities can further boost student success and satisfaction.

**Criterion 6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion 6)**

6.1	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	<i>Strategy Development and Deployment</i>

6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	<i>Faculty Empowerment Strategies</i>
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	<i>Financial Management and Resource Mobilization</i>
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	<i>Internal Quality Assurance System</i>
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities
Qualitative analysis of Criterion 6	

City College has an effective governance structure that aligns its vision and mission with institutional practices. The leadership encourages a participatory approach, supporting decentralization and operational autonomy at various levels. The principal, as the key leader, facilitates communication between staff, students, and authorities, driving decision-making and policy development in collaboration with the Governing Body. The Internal Quality Assurance Cell (IQAC) plays a significant role in academic and career advancement. However, the governance system, though decentralized, may face challenges in ensuring consistent communication across all levels. The college effectively implements the National Education Policy (NEP) by embracing student-centric initiatives, although scaling these initiatives could enhance their impact. The institution's hierarchical structure is well-defined, with transparency in its administrative and financial procedures, yet regular feedback mechanisms may be needed to ensure continuous improvement. Moreover, the strategy deployment in areas like curriculum development, teaching, and research highlights a progressive approach, although increased industry collaboration could further strengthen practical exposure for students. The college is committed to e-governance across key operational areas, though expanding this framework to cover all administrative tasks could optimize efficiency. Finally, the financial management strategies emphasize resource mobilization and transparency, ensuring the optimal use of funds, while regular audits provide accountability. Despite the strengths in governance, continuous enhancements in communication, industry partnerships, and scaling of NEP initiatives can further elevate the institution's effectiveness.

**Criterion 7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion 7)**

7.1	<i>Institutional Values and Social Responsibilities</i>
7.1.1 QIM	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	<i>Best Practices</i>
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	<i>Institutional Distinctiveness</i>

7.3.1 QIM Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The institutional values and practices at City College support gender equity, environmental sustainability, and inclusivity, while encouraging social responsibility among students and staff. Gender equity initiatives include a dedicated Internal Complaints Committee (ICC) to help maintain a safe environment for women. The institution has conducted seminars on human rights and gender sensitization and provided facilities such as common rooms, CCTV surveillance, and separate restrooms for female staff and students. Furthermore, the college promotes environmental consciousness through alternate energy sources, waste management, and green campus initiatives, demonstrating its commitment to sustainability. Regular environmental audits, including green and energy audits, reinforce these efforts. Social responsibility and inclusivity are core to the institution's values, with programs that cultivate tolerance, harmony, and constitutional awareness. Celebrations of cultural and national events, disaster relief efforts, and community engagement projects showcase the college's dedication to holistic development. Best practices include fostering community engagement, where students participate in disaster relief, and promoting an inclusive environment that supports learners from diverse socioeconomic backgrounds. However, financial constraints pose challenges to scaling these initiatives.

Section III:OVERALL ANALYSIS (based on Institutional strengths,Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words))

Overall Analysis

1. Historical Prestige: Established in 1881, one of West Bengal's oldest and most esteemed institutions.
2. Affiliation and Recognition: Affiliated to University of Calcutta, UGC recognition (2f and 12B).
3. Experienced Faculty: Highly qualified, M.Phil./Ph.D. degrees, NET/SET qualified.
4. Comprehensive Infrastructure: 65 classrooms, well-equipped labs, Central Library with extensive resources.
5. Student-Centric Approach: Emphasis on extracurricular activities, sports, and cultural events.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Promote Certificate Courses: Encourage more students to enrol in certificate and value-added courses and expand online course offerings.
- Expand ICT Facilities: Add smart classrooms and integrate ICT tools into all departments.
- Improve Enrolment Strategies: Enhance outreach and recruitment efforts to make full use of available seats.
- Boost Research Funding: Focus on securing more research grants and explore diverse funding sources.
- Formalize Extension Activities: Set up formal NSS/NCC units to better organize community outreach programs.
- Broaden Seminar Topics: Offer a wider range of seminar and workshop topics.
- Enhance Career Services: Improve career guidance and placement services to help more students progress to higher education or secure jobs.
- Increase Industry Collaboration: Build more partnerships with industries to provide practical exposure and research opportunities.
- Register Alumni Association: The college should initiate the registration of an alumni association and explore resources through them.
- Consider Starting PG Courses: The college may consider starting postgraduate courses in some disciplines.

I have gone through the observations of the Peer Team as mentioned in this report

Shalprasa Chattopadhyay
Signature of the Head of the Institution

13.09.2024

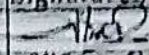
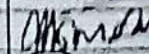

Principal
CITY COLLEGE
KOL-8
Seal of the Institution



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13/09/24

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13/09/24

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Sl.No	Name		Signature with date
1	DR. JAI PRAKASH VERMA	Chairperson	 13/09/24
2	DR. ASHWIN PUROHIT	Member Co-ordinator	 12/09/24
3	DR. TARANI KARA	Member	 13/09/24
4	Dr. N R Mohan	NAAC Co - ordinator	

Place Kolkata

Date 13-09-24