

# AI-AMEEN MEMORIAL MINORITY COLLEGE

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## Academic Audit Report 2020-21 Department of Environmental Studies

This Department Audit Report had been unanimously generated by the undersigned faculty members & forwarded by the head of the department to the respected auditor, through the Sir Principal.

All the contains had been verified by IQAC coordinator.



## ACADEMIC AUDIT

YEAR:

Name of the Department:

Year of establishment:

Present Teaching Staff			
Sl. No	Name	Designation	Full Signature
1.	FARHA KHATUN	Lecturer	Farha Khatun
2.	RUKSANA KHATUN.	Lecturer	Ruksana Khatun.

Signature of HOD: Farha Khatun

Signature of IQAC Co-ordinator : Soyera Begum  
Coordinator  
IQAC, Al-Ameen Memorial Minority College  
Jogibattala, Baruipur, Kol.-145

Signature of Principal:

  
Principal  
Al-Ameen Memorial Minority College  
Jogibattala, Baruipur, Kol.-145

# AI-AMEEN MEMORIAL MINORITY COLLEGE

## REPORT ON THE ACADEMIC AUDIT

Session: 2020-2021

### Details of the Department of

Sl. No	Criterion	Particular
1.	Name of the College	Al- Ameen Memorial Minoeity College
2.	Name of the Department	<i>Envirosmental Studies</i>
3.	Affiliation	Calcutta University
4.	Year of Establishment	2007



## Faculty Strength and Specialization

Environmental Studies - 2020-2021

Sl. No	Name	Designation	Qualification	Specialization
1.	FARHA KHATUN	Lecturer	M.A	
2.	RUKSANA KHATUN	Lecturer	M.A	

Farha Khatun

Ruksana Khatun



## VISION OF READING ENVIRONMENTAL STUDIES

We envision a socially and environmentally just world in which all human communities and ecological systems thrive. The vision of studying ENVIS is to educate the students on environmental victories for a just and thriving world. This may be done in a collaborative, interdisciplinary community founded on academic excellence and principles of justice. Supporting positive change and experiential learning beyond the classroom are significant values we hold. Therefore, the students are expected to actively engage in solving complex environmental and social issues. This learning is aimed to bring beyond the classroom by means of field visits. The well-being of our natural environment and human communities provides the academic and moral compass is reflected in this responsive curriculum. We recognize the intrinsic value of the natural world and all its biotic and a biotic forms. We also realize that “nature” has a myriad of interpretations across cultural contexts. We want students to gain a deeper understanding of the complexities of both the built and natural environment through their studies.



**Feedback from Students:** *Good*

**Computer Facility:** *yes, available*

**Computer: Student Ratio:** *1:16*

**Internet Facility for Staff:** *yes, available*

**Library Book: Student Ratio:** *1:4*

**Total Library Book: Student Ratio:** *1:1:5*



**Mechanism of interaction with students (Lectures/tutorials**

**/practical)/ Teaching Methods:**

**We follow the lectures and tutorial mechanism of interaction**

**with students**

*Department of Environmental Studies.*

CRITERION	ITEMS	VERIFICATION DONE	COMMENTS	SUGGESTIONS IMPROVEMENT
CURRICULUM	Steps followed in The designing of syllabus and curriculum.	YES	We have followed the prescribed UG Syllabus of The University of Calcutta religiously.	Tutorial/Remedial classes for slow learners.
	Contents of the Curriculum	YES	According to the prescribed Syllabus of the University of Calcutta	NA
	Validation	YES	Done by UG-BOS of the University of Calcutta	NA
	IDC/EDC	NA	NA	NA
	Credits allotted	YES	Followed by the University of Calcutta CBCS Rule and Regulations	NA

*Farha Khatun*  
*Ruksana Khatun*



CRITERION	ITEMS	VERIFICATION DONE	COMMENTS	SUGGESTIONS IMPROVEMENT
TEACHING LEARNING PROCESS	Teaching Methods and Aids	Yes	Lecture method (Just-in-time teaching and interactive lecture etc) and audio-visual techniques	
	E-Learning Modules	Yes	PPT Slides and e-Books	To arrange Smart classroom for all Subjects
	Project UG	Yes		
	Internal Assessment	Yes		
Uniqueness		Proces done properly and regularly in offline and online modes		
	Student Support – Remedial Class		Done	To attract more student for remedial classes
	Evaluation of Students Progress		N.A	





## Success Rate of Students <sup>2nd</sup> SEMESTER 2020 - 2021

SUBJECT	NUMBER OF STUDENT APPEARED IN THE FINAL EXAMINATION	NUMBER OF STUDENT PASSED OUT IN THE FINAL EXAMINATION	NUMBER OF STUDENT PASSED 60% ABOVE
<i>Environmental Studies</i>	149	149	149
PROGRAMME COURSE	-	-	-

Verification- Yes/No
<i>yes</i>



## Mode of Evaluation

(Class Tests/ Assignments/ Project/ Student Seminar/Quiz, etc.)

Sl. No	Criterion	Action Taken	Verification Done
1.	Class Tests	At regular interval	yes
2.	Assignments	From time to time	yes
3.	Students Seminar	As per requirement & considering the financial constraints	yes
4.	Group Discussion	Frequently	yes
5.	Quiz	Occasionally	yes
6.	Project	As per guidelines of the university of Calcutta	yes



**Details of Teaching / Research facilities set-up in the Department**  
**(Through internal and external funding separately)**

Sl. No	Criterion	Particulars	Verification Done
1.	Smart Room /Virtual Room	The College has one common Smart classroom	yes
2.	Computers	The College has at present 12 Computers	yes
3.	Internet Facilities	Internet provided by the institution from personal data used	Yes
4.	Research Work	Institutional	yes



## 2020-21 SWOC Analysis

### **A. Strength:**

- (i) Encouraging and motivating students for pursuing higher study.
- (ii) Understanding among teachers is satisfactory.
- (iii) Learned and devoted Faculty members.
- (iv) Through the use of Google Meet, whats app groups and email communication, our students have been able to stay connected with their instructors and peers, even on the face of social distancing and remote learning.
- (v) Our faculty members have been proactive in creating and maintaining online resources, like whats app groups, to provide students with access to study materials, assignments, and other resources.
- (vi) We conduct class tests regularly.

### **B. Weaknesses:**

- (i) Lack of sufficient teaching staff.
- (ii) The cost of internet access and technology can be a significant barrier for low-income students, and the pandemic has made it even more challenging for them to stay connected and engaged with their studies.
- (iii) Departmental library with adjoining reading room
- (iv) Lack of awareness among parents.



### **C. Opportunities:**

- (i) Backward students of the rural areas has opportunity to get graduation from their nearest college with minimum course fees.
- (ii) Our students have demonstrated a strong willingness to engage with technology, and have shown remarkable adaptability in navigating the challenges of online learning.
- (iii) To encourage these students to enrol for courses, workshops, programs, etc. which the college offers students in an attempt to equip them with the skills needed for their careers.
- (iv) To provide prompt counseling for any emotional emergencies arising on account of any event on the college campus.

### **D. Challenges:**

- (i) Making first generation learners interested in education.
- (ii) One of the main challenges has been the transition to online learning platforms, which has required both students and faculty to adapt to new technologies and teaching methods.
- (iii) The lack of face-to-face interaction has also been a challenge, as it can be more difficult to build relationships and engage in meaningful discussions in an online environment.
- (iv) To stop increasing number of drop-outs due to COVID-19.

