



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SUNDARBAN HAZI DESARAT COLLEGE

**AT - PATHANKHALI, P.O. - PATHANKHALI, P.S. - GOSABA, DIST.- SOUTH 24 -
PARGANAS, STATE -WEST BENGAL, PIN - 743611
743611**

www.hazidesaratcollege.ac.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The academic development has been noticeable during the last five years. Honours in English Language and Literature was introduced in 2018-19, whereas Mathematics Honours course commenced in and from the session 2020-21. The process of opening Honours/Four-year degree programme with Research in the subjects of Zoology, Botany, Anthropology, Sanskrit, Philosophy and Physical Education is under process by West Bengal State Council of Higher Education, the nodal agency that supervises and sanctions affiliation of new subjects in West Bengal. To attain academic excellence, several teaching learning reform initiatives have been undertaken, like restructuring of college website to make it more student information-centric, introduction of LMS, online feedback system, online open public access catalogue system, repository, ICT based teaching facility in all classrooms, micro-teaching group discussion, student seminar and wall magazine. The college prides itself on launching a mobile app *Chanakya* – a student-teacher interface meant primarily for mentoring, but accommodating enough to keep all class related data in a single database.

Students' support and progression is on top of our priority list, and to see some bright minds being groomed here under our tutelage despite so many disadvantages at their ends, we dream, many of them would flourish in life, contributing to nation building.

From its inception, the college offered Higher Secondary (+2) levels of study in Science, Commerce and Arts to hundreds of students, and one may wonder at the inconceivable efforts the founding fathers and the teachers during those times undertook to run the system to spread secondary and tertiary education in these areas, attracting students even from adjoining districts. When the West Bengal Government decided to dispense with higher secondary classes in all colleges, the number of students depleted in succeeding years, especially in Science subject at the Undergraduate levels, as the college was the ONLY institute of Science education in the Sundarbans at +2 levels. But the college never chose to dispense with its Science Departments, augmenting its Laboratory facilities as well faculty members ever since in order for students in the catchment areas to pursue higher education in Science even if they were/are fewer.

Vision

To be a premier educational institution in the hinterland of the Sundarbans with an express and articulate purpose of empowering students with knowledge, skills and moral direction, through both curricular and co-curricular activities under an active mentoring schedule, to excel in life while fostering a deep commitment to social, democratic and environmental values.

Mission

Quality Education: Provide a high-quality and inclusive education that equips students with the academic, technical and interpersonal skills required to succeed in their chosen careers.

Environmental Stewardship: Instill a strong sense of environmental responsibility by integrating sustainability principles into all aspects of education, research, and campus operations.

Community Engagement: Engage with local communities and organizations, and industries to bridge the gap between education and employment opportunities, thereby contributing to regional development.

Innovation and Research: Encourage research and innovation in areas related to environmental conservation, rural development, fostering a culture of inquiry among students and faculty.

Cultural Preservation: Promote the preservation of Sundarban's unique cultural heritage and biodiversity through cultural and awareness programmes campaigns for exchange heritage conservation, especially the uniquely precarious ecology of the Sundarbans along with its fauna.

Social Responsibility: Cultivate a sense of social responsibility, empathy and ethical leadership among students, preparing them to address the complex challenges of our time, ranging from gender to environment to cyber issues.

Collaborative Partnerships: Forge partnerships with local and national organizations, governments, and industries to create internship opportunities, research collaborations, and job placement support for our graduates.

Continuous Improvement: Strive for continuous improvement in teaching methodologies, curriculum development, and infrastructure to meet the evolving needs of students and the adjoining communities.

Skill Development and Entrepreneurship: Offer vocational and skill development programs, various training schedules that empower students with practical skills relevant to the region's economy, enabling them to pick up skills for job market. Encourage entrepreneurial and small-scale business initiatives through well-blended and coordinated programmes of Innovation Cell and Placement Cell.

Empowerment: Empower students to become agents of positive change in the Sundarbans and beyond, instilling in them a sense of responsibility for the environment and their communities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Entry-Point and Periodic Tests and Departmental Bi-Monthly Report (DBR):** All newly admitted students have to undertake an Entry-Point Test, and on the basis of their performance, all Academic Departments with Honours/Major courses keep track of students' progression through a Register - **Departmental Bi-Monthly Report (DBR) – in which teachers of a department concerned enter a student's progression/regression over a period of every two-month,**
- **Mentoring:** From the academic session 2020-21, even amid the lockdown, IQAC initiated measures for mentoring students under its flagship 'Chānakya' programme of mentoring.
- **Hostel Facilities:** The college prides itself upon having three large hostel buildings inside the campus with accommodation facilities of over 800 (eight hundred) students.
- **Inclusivity and Harmoniousness in campus:** The NSS Unit along with Ethics Cell works ceaselessly to engender an atmosphere of inclusivity and harmoniousness in the campus. For this purpose a study group, named, Ambedkar Study Circle was established.
- **Learning through Co-Curricular Activities:** Students are encouraged to participate in various co-curricular activities organized by several clubs like Jadav Payeng Eco Club, Lata Mangeshkar Cultural

Club, A P J Abdul Kalam Science Club and Women's Club to complement regular university curricula.

- **Competitive Examinations Portal:** A committed portal for all students from 3rd Semester onwards for was opened students for for various competitive examinations.
- **Acharjya Prafulla Chandra Research Grant to Faculties for Short-Term Research:** Financial bottlenecks notwithstanding, the college has initiated 'Acharjya Prafulla Chandra Research Grant' through IQAC to two faculty members in an academic session for conducting short-term researches on area-specific issues.
- **Extension activities and Community Engagement:** The institute, located in the hinterland of the Sundarban archipelago, boasts of is community engagement activities:

1. From 2019-20, the **Consortium of Science Teachers for Promotion of Science and Cultivation of Scientific Temper has been conducting Ramanujan Talent Search Examination every year for local school students, excepting the protracted lockdown period in 2020-21.**
2. Another organ of IQAC, Sundarban Research organizes annually an Agricultural Produce Display Programme along with training programmes on cultivation by Experts for local farmers (*Krishi Mela*) since 2019-20.
3. Even the Central Library has undertaken an extension activity whereby local people may access books and especially newspapers every afternoon.

- **Environmental Ethics:** The college ensures that each and every student should learn values of environmental ethics in these trying times of climate change and ensures the following:

1. Each students, upon admission or later, is gifted a sapling for planting at their places under IQAC's #goGreen Project.
2. The NSS together with IQAC initiated a very ambitious project, named, '**Collect 100 Plastic Items and Get a BPA Free Water Bottle**'.
3. The IQAC has developed a nursery plantation with students of Jadav Payeng Eco Club developing and nurturing saplings collected from the sprawling 8.5 acre campus full of trees and plants of myriad genera and species.
4. The college **produces vermicompost in its in-campus composting pit and distributes that to local cultivators and farmers for promoting awareness about organic farming.**

- **E-Governance:** The college has taken concerted measures to switch to e-governance to expedite its academic and administrative operations.

Institutional Weakness

First Generation Students: Most students, roughly 73% of all, as per college records, are first generation learners. And consequently, many of them find it difficult to cope with demands of tertiary education.

Lack of Physical Infrastructure: In view of the increasing number of students, the infrastructure is insufficient on some fronts.

Locational Hazard: The college cannot undertake many projects or implement policies for its location in the back of beyond parts in the Sundarban delta. Students' footfall in classes is sometimes unfortunately low.

Financial Handicap: Since the college has set very low course fee ceilings in view of the straitened economic

backgrounds of most students, it has to make do with inadequate funds for undertaking developmental works and carrying out other projects.

Lack of Autonomy in Opening Honours/Major and PG courses of Study: The college being an affiliate of the University of Calcutta is constrained in opening Honours/Major and PG courses because of the complex rigmarole of red-tapism of higher authorities.

Inadequacy of Teaching Staff: Compared to the huge number of students, especially in Social Sciences and Humanities Departments, some Departments find it difficult to accommodate all parts of syllabi with fewer faculty members than are required.

Inadequate Non-Teaching and Support Staff: The college has to manage its ever-expanding administrative workload with only 11 (eleven) full-time non-teaching staff, out of that only 2 (two) belong to Group-C Clerical cadre with remaining 9 (nine) Group – D staff.

Lack of International or Prestigious National Collaborations: This lacuna limits the students' exposure to global educational standards.

Lack of Professional/Vocational Courses by Government/Professional Agencies: This weakness reduces a student's opportunity for employability.

Paucity of Funds for Research: Limited research funding because of economic hindrance of the college prevents faculties to undertake cutting edge research.

Insufficiency of IT Resources: Despite having decent ITC resources for a college in the hinterland of the Sundarbans, the computers, laptops, projectors are inadequate for teaching-learning processes.

Institutional Opportunity

- **Vacant Spaces for Construction of New Academic Blocks for Commencing PG or Honours/Major Courses:** 6.4 acres of land are still vacant for new constructions for this purpose as well as augmentation of administrative sections.
- **Introduction of Certificate/Vale-Added Professional Courses on IT and AI alongside University Syllabi:** This measure would enhance the employability skill of students, preparing them to face the changeability of employment market.
- **Integration of Information Related to All Stakeholders through a Single-Database ERP:** The college would undertake measures to introduce such an overarching ERP software for digitizing all information related to academics and administration.
- **Introduction of New Courses vis-à-vis Emerging Trends in Industry and Evolving Fields of Studies:** The college would seize any opportunity that comes its way to open new career-oriented subjects like Bachelor of Urban Design (BUD), Bachelor of Sports Management (BSM), Bachelor of Sports Science (BSS) and the like in keeping with the spirit of NEP 2020.
- **Generating Solar Energy for Utilization:** The college would make use of its empty spaces and rooftops to install solar panels for generating renewable energy for use, putting an end to or, at least, reducing dependency on grid supply.
- **Adopting Barren Places and River Banks in the Sundarbans for Tree Plantation Drives:** The college would adopt barren and vacant spaces and eroded in the Sundarbans to plant trees on a large

scale to preserve the delicate ecological balance in this biosphere reserve.

- **Undertaking Research Projects by Faculty Members:** The qualified faculty members have the capability and aptitude to undertake research projects under Government and non-Government agencies.
- **Conducting Talent Search Examination in English and Social Sciences for Students of schools in the Catchment Area:** Like the Ramanujan Talent Search Examinations held in college from 2019- 20 for school students in the adjoining areas, there is scope yet another such examinations in English and Social Sciences for promoting interests in English language and literature and basics of social sciences.
- **Mentoring of Schools in the Sundarban Region** for promoting the cause of education in an area where the literacy rate is still lower than the national level.

Institutional Challenge

- The college finds the **following issues challenging** in both policy making and execution thereon:
 - To engender a workable routine and class schedule vis-à-vis severe communication problems.
 - To implement the NEP 2020, especially the four-year Degree Programme with Research with the present infrastructure and amid the acute paucity of faculties in almost all Departments.
 - To maintain the ever-increasing expenditure of running the institute with almost no funding from Government.
 - To make students, mostly first-generation learners, ready for either employment market or entrepreneurship.
 - To address the issue of a small number of students in Science subjects.
 - To **augment amenities in the hostels** even amid the acute financial handicap.
 - To maintain the administrative operations of the college with only 2 (two) ministerial staff on substantive post.
 - To sensitize people in the catchment area about superstitious beliefs and erroneous ideologies about snake bites and etc.
 - To address drop-out rates of students.
 - To establish a Community Centre for imparting trainings to villagers/cultivators in scientific agriculture to bring about changes in their lives.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution ensures a cohesive pattern for effective curricula planning and delivery with an express purpose of fostering an environment for heuristic learning. The college maintains the following for a comprehensive curricula planning and delivery:

- IQAC meetings are held **at the beginning of every Academic Session to map out a comprehensive plan for curricula delivery. Academic and Examination Sub-Committee works towards implementing the plan through regular review meetings and monitoring.** Teachers regularly upload study materials on **LMS portal** for access by students.
- **Academic Calendar is prepared before the commencement of Academic Session every year**, which all Academic Departments and Sub-Committees adhered to. Each faculty member prepares curricula-delivery schedule at the beginning of each session.
- As many as 35 (thirty five) Add-on/Value-Added Courses were conducted in the last 5 (five) years to

supplement the regular University curricula and to impart knowledge.

- Since issues of ethics, gender neutrality, anti-environmental sustainability always constitute the core values of the college, all members of teaching emphasizes
- Students undertake field trips and project works under the mentorship of Departmental teachers for furtherance of skills.
- The college has a **well-defined and comprehensible policy on mentoring**, named, *Chānakya* whereby a group of students – mentees – were assigned to a Teacher-Mentor for supervising their studies and fostering values of ethics and civic responsibility.
- IQAC organizes/organized remedial coaching classes for slow and mediocre learners.

The institute has an online feedback portal for collecting feedback for analysis and prompt action. The feedback mechanism and policy is robust and flexible.

Teaching-learning and Evaluation

Sundarban Hazi Desarat College emphasizes the following to engender and foster a comprehensive ecology for teaching-learning-evaluation:

The institute adheres to the guidelines of the University of Calcutta and Department of Higher Education, Government of West Bengal, for admission (on absolutely online mode) and reservation of seats for various categories for admission to undergraduate programmes /courses.

All faculty members prepare Programme Outcomes (POs) and Course Outcomes (Cos), and orient their teachings to bring out the planned outcomes to ensure enriched learning experiences.

Apart from Lecture Method and Chalk-and-Talk, diverse teaching methodologies like experiential mode of learning, group discussions, role-playing, Project-Based Learning and ICT – based Learning are practised by faculties.

The college puts a premium on continuous evaluation for assessment of students on regular basis. Entry-Point Tests are conducted for all newly admitted students, and their criteria – brilliant, good, mediocre, slow-learner – are entered in the Departmental Bi-Monthly Report (DBR). Again, as for continuous evaluation, TWO Periodic Tests – PT 1 and PT 2 – are conducted, each carrying 20 marks, apart from an Internal Assessment (IA) of 10 Marks, totaling 50 marks in a semester. Thus a student's Internal Assessment (IA) marks for university examination are calculated on the basis of scaling down the score s/he has secured in 3 (three) tests (50 marks in all).

The institute facilitates teachers' participation in Faculty Development Programmes like Orientation Programmes/Faculty Induction Programmes, Refresher Courses, for quality enhancement of teachers.

Students' satisfaction survey is conducted annually.

Research, Innovations and Extension

The IQAC has engendered an environment conducive to research, innovation and extension, underscoring the commitment of Sundarban Hazi Desarat College to both innovative and path-breaking researches by faculty

members and the welfare of people in adjoining areas

In the current year the college has received two research grants from SERB and, Government of India amounting above 50, 00, 000/- (fifty lakhs) in the Departments of Chemistry and Botany.

In and from 2020-21, the college instituted two research grants, named Acharjya Prafulla Chandra Research Grant, from its funds to two faculties every year for a short-term research on issues of local importance. Till 2022-23, it was awarded to 7 (seven) faculty members.

The college conducted 3 (three) Faculty Development Programmes for enhancing the expertise of teaching staff.

Innovation Cell and Incubation Centre: The college established an Innovation Cell - Amulya Ratan Bhowmik Memorial Incubation Centre – to adopt and implement a college-specific policy on innovation and research. Sundarban Hazi Desarat College has been a participant in NISP scheme.

Seminars and Webinars: The college organized about 80 (eighty) seminars and webinars over the last five years including Research Methodology and Intellectual Property Rights for dissemination of knowledge and exchange of ideas in diverse fields of study.

Extension Activities and Community Outreach: The IQAC organized Science Talent Search Examinations starting from 2019-20 till date, excepting the 2020-21 as well as Krishi Mela or Agricultural Display Programmes together with agricultural trainings for local cultivators for three years excepting the 2020-21. NSS conducted a number of significant activities in the adjoining areas. Each Department regularly conducts extension activities 'Departmental Social Responsibility' (DSR). More than 25 functional MoUs/ linkages with other institutions/organizations/farms.

Infrastructure and Learning Resources

Despite financial crunch, Sundarban Hazi Desarat College can boast of a fairly good infrastructure. The campus consists of –

41 classrooms including 3(three) smart classrooms and 6 (six) others with audio-visual facilities spread across three Academic Blocks

3 (three) big hostels accommodating about 800 (eight hundred) students.

About 100 hundred computers for students, faculties and ministerial staff.

WiFi enabled campus with 50 MBPS internet speed.

7 (seven) laboratories

Automated Central Library with a small museum

1(one) seminar hall

2 (two) gymnasias – one in Girls' hostel and the other in the Boys' Hostel.

2 (two) Guest Rooms – one for male guests and the other for female ones.

NSS Room

A room for security guard in front of administrative

Yoga and Meditation Centre

1 (one) medical centre.

Room for Alumni Association

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-

Girls' and Boys' Common Rooms

5 (five) rooms for five clubs

1 (one) incubation centre

1 (one) in-campus nursery of plants and saplings

2 (two) Playgrounds, one big for football and cricket, and the small one for students to play volleyball and badminton

Adequate number of washrooms including 2(two) toilets for divyangan students (male and female)

3 (three) quarter complexes for teaching staff and non-teaching staff.

Two Generator rooms

1(one) cycle stand

1 (one) open theatre

Vermicomposting Pit

Composting Pit

Language Laboratory and Endangered Languages Preservation Centre.

Other facilities include: vermicomposting and composting packaging unit, Solar panels, rainwater harvesting units, and Medicinal garden

Student Support and Progression

As for **Scholarships and Freshships**, the college can boast of having processed in a hassle-free manner more than 80% scholarship applications in the last five years. About **76% students availed themselves of various Government scholarships**.

During COVID – 19, all students benefitted by the 50% fee waiver by the University of Calcutta.

The institute has its own policy and measure for freshships that help(ed) needy students to continue higher studies.

The college organized many programmes for capacity building and skill enhancements of students in the last five years.

An online portal for trainings for competitive examinations was opened and appended to the college website for all students from 3rd Semester (2nd Year) onwards to access thousands of model questions and hundreds of mock examination papers.

A good number of students passing from this institute go up for higher education and even get Government/corporate positions. In the last 5 (five) years, the college can boast of more than 75% of scholarship applications processes.

Students of the institute actively participate in various curricular and co-curricular activities and bag prizes to the pride of the college authority. In the last five years, **students took part in several sports and cultural activities organized by other colleges, organizations and NGOs and secured as many as 107 prizes**.

The college can rightfully brag of its well-entrenched and robust grievance redressal mechanism based on the policy of addressing any grievance of any student within 48-hours of the receipt of any complaints.

The college has a registered and active **Alumni Association** that contributes to policy making in matters pertaining to academic expansion.

Governance, Leadership and Management

- The college follows a practicable and robust governance system for running its administrative operations smoothly so that academic affairs as well as measures for the same are maintained and carried out properly vis-à-vis the vision and mission of the institute. All stakeholders like teaching and non-teaching staff are roped in for **implementation of NEP 2020 and sustainable growth of the institute**. The policy to which the institute adheres envisions both long-term planning and short-term perspective plans for each academic session. At the beginning of each Academic Session (July as is practiced by the University of Calcutta), all sub-committees are formed and objectives and functions of each sub-committees are laid out. **Excerpts of minutes of important meetings, excepting some sensitive information or confidential issues, are displayed in the website for access by all stakeholders in consistency with the administrative motto of ‘transparency in all administrative and matters’.**
- The cornerstone of governance is keyed to fulfilling the express **objectives of decentralization and participative management**.

- The college has introduced ERP software in students' admission, finance and accounting, Teachers' Daily Diary, leaves, publications, qualification upgrade, Library, *Ch?nakya* mobile App and students' section on the website for VAC admission and allied purposes.
- Apart from participations of faculties in FIPs/FDPs, the IQAC organized 3 (three) Professional Development Programmes (PDPs) – 2 (two) for teaching staff and 1 (one) for non-teaching members.

The institute has made it obligatory for itself to provide incentives to teaching staff participating in seminars and conferences.

Institutional Values and Best Practices

- The college conducted Gender Audit in 202122 and 22-23, and its Gender Equity Cell takes measures to organize sensitization programmes to propagate values on gender equality in the campus on regular basis. The ICC-POSH Cell is active in sustaining a healthy working environment for women sans any act of sexual harassment. CCTV surveillance for safety of girl students and a robust grievance Redressal system. Amenities like sanitary pad vending machines along with the disposal system are available in the college.
- The college emphasizes use of renewable energy and has installed solar panels. The institute can pride itself on its Waste Management System whereby dry, wet, e-waste and plastic wastes and sewerage systems are processed in a scientific manner inside the campus.
- Regular auditing of quality, green and energy and rainwater harvesting systems showcase the commitment of Sundarban Hazi Desarat College towards environmental sustainability. The NSS Unit regularly organizes cleaning activities to instill among students values of civic responsibilities.
- The college emphasizes a catchall policy of inclusivity whereby it maintains zero-tolerance towards any act of discrimination based on language, caste, religion and creed.
- Community Engagement is one of the thrust areas of the college. By organizing Ramanujan Talent Search Examinations, *Krishi Mela* and Departmental Social Responsibility projects for local school students and cultivators respectively, the college goes beyond the campus to reach out the community
- Best Practices:

1. Entry-point Tests and Periodic Tests are taken, and a student progression or regression is kept track of through Departmental Bi-Monthly Report (DBRs).

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SUNDARBAN HAZI DESARAT COLLEGE
Address	AT - PATHANKHALI, P.O. - PATHANKHALI, P.S. - GOSABA, DIST.- SOUTH 24 - PARGANAS, STATE -WEST BENGAL, PIN - 743611
City	Canning
State	West Bengal
Pin	743611
Website	www.hazidesaratcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	TARUN MANDAL	03219-256239	9434367053	03219-256239	shdcollege1961@gmail.com
IQAC / CIQA coordinator	UTTAM KUMAR GURU	-	9083826879	-	rgurru@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	14-08-1961	View Document
12B of UGC	14-08-1961	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	AT - PATHANKHALI, P.O. - PATHANKHALI, P.S. - GOSABA, DIST.- SOUTH 24 - PARGANAS, STATE -WEST BENGAL, PIN - 743611	Rural	8.516	1.776

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English,	48	HS Pass	English	49	28
UG	BA,English,	36	HS Pass	English	36	6
UG	BA,Bengali,	48	HS Pass	Bengali	243	62
UG	BA,Bengali,	36	HS Pass	Bengali	180	151
UG	BA,Sanskrit,	36	HS Pass	Bengali	60	14
UG	BA,History,	48	HS Pass	Bengali	106	69
UG	BA,History,	36	HS Pass	Bengali	170	140
UG	BA,Political Science,	48	HS Pass	Bengali	57	39
UG	BA,Political Science,	36	HS Pass	Bengali	90	60
UG	BA,Education,	48	HS Pass	Bengali	172	70
UG	BA,Education,	36	HS Pass	Bengali	170	140
UG	BA,Philosophy,	36	HS Pass	Bengali	32	32
UG	BA,Physical Education,	36	HS Pass	Bengali	48	24
UG	BSc,Geography,	36	HS Pass	Bengali	15	6
UG	BSc,Anthropology,	36	HS Pass	Bengali	21	8
UG	BSc,Mathematics,	48	HS Pass	English,Bengali	24	4
UG	BSc,Mathematics,	36	HS Pass	Bengali	20	2
UG	BSc,Physics,	36	HS Pass	English,Bengali	12	2
UG	BSc,Chemist	36	HS Pass	English,Beng	15	3

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UG	BSc,Zoology	36	HS Pass	English,Beng ali	15	3
UG	BSc,Botany,	36	HS Pass	English,Beng ali	20	3
UG	BCom,Com merce,	48	HS Pass	English,Beng ali	24	2
UG	BCom,Com merce,	36	HS Pass	English,Beng ali	40	0
UG	BA,Economi cs,	36	HS Pass	English,Beng ali	20	6
UG	BSc,Econom ics,	36	HS Pass	English,Beng ali	10	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				23			
Recruited	1	0	0	1	4	0	0	4	13	6	0	19
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				23			
Recruited	0	0	0	0	0	0	0	0	20	3	0	23
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	11	2	0	13
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	0	2	5
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	8	3	0	12
M.Phil.	0	0	0	1	0	0	1	1	0	3
PG	0	0	0	1	0	0	5	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	1	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	18	2	0	20
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	381	0	0	0	381
	Female	518	0	0	0	518
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	106	92	84	77
	Female	128	115	109	92
	Others	0	0	0	0
ST	Male	25	27	18	18
	Female	32	27	29	26
	Others	0	0	0	0
OBC	Male	9	20	17	32
	Female	18	24	21	30
	Others	0	0	0	0
General	Male	241	273	246	173
	Female	340	326	302	262
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		899	904	826	710

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Sundarban Hazi Desarat College pledges to transform itself into a holistic multidisciplinary institution by incorporating salient points of the vision of NEP 2020. The vision of college for the integration of Humanities and Science with STEM would be as follows: Sl. No. Core Course Generic Elective SEC/Vocational Courses Ethics Course 1. English (Honours & General) Philosophy/ Mathematics Academic Writing/ Journalism/Linguistics/Technical Writing/Creative Writing Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 2. Philosophy (Honours & General) Political Science/ Psychology/ Sanskrit/ Folklore/ Sociology Sustainable Development in Circular
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Economy/Environmental Ethics Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 3. Bengali (Honours & General) Women Studies, Philosophy, History, Sanskrit, Linguistics, Academic Writing/ Journalism/Linguistics/Technical Writing/Creative Writing Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 4. Comparative Literature and Cultural Studies (Honours & General) MIL (Bengali etc), English, Folklore Research, Linguistics, Persian, History, Mass Communication, Political Science, Sanskrit, Sociology, Women studies Academic Writing/ Journalism/Linguistics/Technical Writing/Creative Writing/ Script Writing/Media Manage Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 5. Commerce (Honours & General) Economics, Business Administration Capital Market/Retain Market Management Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 6. Sanskrit (Hons & Gen) Folklore, History, Education, Philosophy Indian Philosophy Social Ethics and Democratic Citizenry 7. History (Hons & Gen) Hindi, Political Science, Economics, Philosophy, Anthropology, Education, English History of Indian Philosophy/History of Medieval Bengal Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 8. Geography (Hons & Gen) Environmental Science, Anthropology, Political Science, Bio-Sciences, History, Economics Disaster Management/ Demography Studies Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 9. Economics (Hons & Gen) Open for all subjects Capital Market/Retain Market Management Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 10. Anthropology (Hons & Gen) Anthropology, Folklore Women studies, Demography, Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 11. Botany (Hons & Gen) Environmental Science, Physiology(Plant), Horticulture, Floriculture, Life Sciences, Anthropology and Zoology Mushroom Cultivation, Pisciculture, Honeybee Cultivation Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 12. Zoology (Hons & Gen) Anthropology, Botany, Environmental Science Mushroom Cultivation, Pisciculture, Honeybee Cultivation Ethics in Indian Philosophy 13. Education (Hons & Gen) History, Economics,

	Political Science Counselling & Guidance to School Students Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 14. Physics (Gen) English, Chemistry, Mathematics Computer Science, ICT Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 15. Physical Education (Gen) English, Yoga and Meditation, Indian Philosophy Gym Instructor, Physical Fitness Trainer Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy 16. Political Science (Hons & Gen) History, Anthropology, Political Economy, Environmental Studies, Political and Investigative Journalism/ Political Analysis and International Journalism Social Ethics and Democratic Citizenry/Ethics in Indian Philosophy All these subject options are flexible inasmuch that a student can opt out of a course after one year with her/his credits deposited in Academic Bank of Credits (ABC) so that when s/he leaves this institute to pursue her/his studies elsewhere. The college has already initiated 'Acharjya Prafulla Chandra Research Grant' for its faculty members for undertaking researches on pressing issues of the local society.
2. Academic bank of credits (ABC):	As the college is affiliated to the University of Calcutta, the decision about ABC is to be taken by the University as per its statute.
3. Skill development:	The college introduced few skill-enhancing add-on courses since 2018-19 to 22 -23 session as per the resolution in the IQAC meetings every year. These courses were meant not merely to complement the regular curricula of the University of Calcutta, but also to enhance skills among the students as per the vision of the National Occupational Standards (NOS) that ensures that an individual is sufficiently trained and skilled to execute her/his performance in their workplace as per the metrics of global standards of the duties concerned. So far a total of 35 courses were offered by the college including two certificate courses in Advance Excel and Web Designing.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	a) In order to implement this provision of NEP 2020, Sundarban Hazi Desarat College would frame a well-delineated policy for promoting bilingual/multilingual mode of curriculum delivery. All course – both offline and online – would be delivered online in order to address the language

	divide in students of these areas of the Sundarbans where proficiency of the English language especially among the learners is deplorable, to say the least. Teaching in the vernacular helps facilitate to connect students with their locale, and the college aims to integrate dissemination of knowledge into the cultures in which students live. b) All the present faculties of the institute deliver lectures in bilingual mode given the poor English language skills of students hailing from Bengali medium schools of these areas. But few of them may not be aware of the Santhali dialects which many people speak in these areas. Sundarban Hazi Desarat College pledges to organize workshops for sensitizing its faculties of these Santhali languages spoken by few communities here. c) The college presently offers Honours and General courses in 17 subjects in all. Among them English, the remaining 16 subjects are taught bilingually. d) i. Sanskrit is taught as General/Minor subject in the institute already, and the process is already on to introduce Honours course from the next session. The institute would like to preserve some Santhali dialects in its Language Laboratory and introduce these endangered spoken languages to students studying Modern Indian Languages in the college. ii. iii. iv. As for introduction of Indian ancient traditional knowledge, Indian Arts and Indian Cultural Traditions, the college would introduce a 10-month course on Indological Studies in collaboration with Centre for Indological Studies and Research, Ramakrishna Mission Institute of Culture, Kolkata. The course spread across 10 months would be delivered in blended mode. The college plans to offer the course from the session 2024-25.
5. Focus on Outcome based education (OBE):	i) From 2019-20, IQAC emphasized that at the beginning of every academic session all academic departments would prepare a workable Programme Outcome and Course Outcome (PO & CO), taking into account the following points: 1. Purpose of the course in the curricula; 2. Learning capabilities of the students; 3. Aptitude enhancing aspects in a course concerned should be explored through special projects like experiential learning modules like performance/field works/surveys/poster making etc. The same PO & COs are made available online for students to access.
6. Distance education/online education:	Sundarban Hazi Desarat College is planning to offer

the following skilling courses in near future – a) Soft and Communication Skills b) Web Designing Courses c) Course on French or German Language d) Course on Beautician Training and Make-Up artist e) Course on Python Language programming f) Course on Tourism and Tourist Guide The college established an Incubation and Skill Development Centre for fostering skill and entrepreneurial culture among students.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1522	1721	1482	1449	1505

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 49

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	49	50	21

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
67.2819104	60.37812	102.87076	79.76548	53.39625

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

- Sundarban Hazi Desarat College has an effective and centrally designed curriculum planning mapped out at the beginning of every academic session with an aim to provide heuristic learning experience to students. The Curriculum planning is premised upon the objective of **grafting into a student three related integers of development of a learner into a suave human being – knowledge and skill, ethical values including environmental ethics and physical well-being.**
- The college being an affiliate of the University of Calcutta adheres to the CBCS and CCF curricula. In the last five years the **college offered as many as 36 Add-on/Value Added Courses based on knowledge and skill, ethics including environmental ethics, and physical well-being** to complement the University curricula.
- From the Academic Session 2019-20, the **IQAC has been taking Entry-Point Tests of all newly admitted students in order to ascertain a student's learning capabilities in order for every Academic Department to lay out an effective curriculum planning.** Accordingly, each student's learning capability is marked as 'Brilliant' or 'Good' or 'Mediocre' or 'Slow Learner' in the **Departmental Bi-Monthly Report (DBR)** as per her/his performance in the 20-mark examination. Each Academic Department regularly holds meetings in a gap of every two months to discuss about students' progression/ regression and is duly noted in the DBR.

Mechanism for Curriculum Delivery

- The **Academic and Examinations Sub-Committee** prepares both an Academic Calendar and a Master Routine meticulously at the beginning of every Academic Session in consultation with IQAC for upload on website and wide circulation among students. Besides study materials provided by teachers in classrooms, students are encouraged to access study materials, PPT slides and videos on **Learning Management System (LMS)** where teachers regularly upload the same.
- **Special Classes** like participative learning or experiential learning, micro-teaching, project work, field surveys are conducted, off and on, by all departments to supplement lecture methods and for enhanced teaching-learning experiences.
- Since the curricula delivery is incomplete without **continuous evaluation**, the IQAC has made it mandatory to take two **Periodic Tests (PT 1 and PT 2)** each carrying 20-marks, and 1 (one) **Internal Evaluation (IA)**, carrying 10 marks in a semester.
- Since an important part of **curriculum planning involves accessing books and other study materials by students**, the IQAC initiated the **Best Library User Prize in the name of Puthuvayil Narayana Panicker, father of Library Movement in India.** It was given to one student and one teacher every year. The college maintains that the planning of university curricula and delivery is incomplete without supplementing them with activities that are meant to hone a

learner's special ability. To that end, four Clubs – **A P J Abul Kalam Science Club, Jadav Payeng Eco Club, Lata Mangeshkar Cultural Club and Electoral Literacy Club** – try to engage students in learning groups. Again, the college has **a dog kennel and feeding point for stray dogs in the campus along with a bird feeding point designed to instill in the students an ethical worldview sans which formal learning is pointless.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 35

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 69.46

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five

years

2022-23	2021-22	2020-21	2019-20	2018-19
1128	1244	1141	1143	678

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

As most students of the college are first generation learners, hailing from financially challenged families, it devolves upon the college to instill in them values pertaining to gender, ethics and environment and sustainability through the curricula and by engendering in the campus an ambience conducive to imparting these ethical trajectories of human development.

As for **Professional Ethics**, the college authority follows a well-delineated **Ethics Policy** prepared by IQAC in consultation with Ethics Cell. As per the policy, any member of the teaching and non-teaching staff should not merely adhere to certain codes of conduct for maintaining professional ethics; they should also bear moral responsibility towards environment and stray animals and birds inside and off the campus. On that principle, the college has had one Stray Dog Kennel & Feeding Centre and a rooftop Bird Feeding Point.

Human Values have been the cornerstone of the curricula of the Humanities, Philosophy, Education and History. Teachers highlight relevant sections of syllabi that incorporate or touch upon human values, ethics, values of gender neutrality, and those on environment and sustainability and emphasize these sections in classroom teaching. The mentoring of students, as per the *Chanakya* policy of Mentoring, should be keyed up to the moral aspects of life, and each teacher-mentor emphasizes this in their mentoring classes with students. The NSS Unit of college regularly organizes programmes and events for making students aware of the ethical aspects of life, ranging from celebrating commemorative days to organizing seminars and etc.

Values on gender are parts of syllabi of Political Science, English, Bengali, History and Geography. Besides, the IQAC introduced Value Added Courses like 'Gender and Law' and 'Women in Art and Literature' to emphasize the institutional commitment to gender equity.

Again, **gender neutral values are propagated among students and all other stakeholders for an inclusive environment as well as to bring changes in their mental landscape through** programmes on gender sensitization organized by Gender Equity Cell. Gender Audit is also carried out regularly. **The IQAC formed ‘Women’s Club’ for fostering values on gender neutrality among students and to address gender inclusive issues beyond the purview of curricula.**

The curriculum under both CBCS and Curriculum and Credit Framework (CCF) of Calcutta University stipulate a comprehensive syllabus on **Environment and Sustainability (Ability Enhancing Course – AECC 1). The core courses of Botany and Zoology consist of environment and sustainability.**

In fact, the college has adopted the following measures to promote values of environmental sustainability:

1. Adopting **#goGreen project by way of which each and every student upon admission is given a sapling for planting at their homes/respective places;**
2. Founding of **Jadav Payeng Eco Club and in-campus nursery of plants.**
3. Introducing **Add-on course on ‘Environmental Studies and Environmental Ethics’ in 2019-20.**

File Description	Document
Upload Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 84.49

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 1286

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on

the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 71.01

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
904	826	710	640	670

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1231	1110	980	980	980

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 61.76

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
305	278	275	286	321

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

2022-23	2021-22	2020-21	2019-20	2018-19
553	499	440	440	440

File Description	Document
Institutional data in the prescribed format	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 31.06

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Since most of the enrolled students are first-generation learners, the teaching stuff of the college take **special classes**, off and on, if not regularly, to enrich the teaching-learning process and make the curricula-delivery both interesting and relatable to life. In and from 2022-23, the IQAC has mandated every Academic Department to carry out special classes for enhancing students' participation in the

teaching-learning processes.

Experiential and Participative Learning:

- Several Departments like History conduct **study tours** and **field visits** as part of their curricula and to **complement it**.
- Humanities Departments, especially English, offered to their students diversified learning experiences through film shows, staging plays, debates and role and role playing, blending thereby modes of participative and experiential learning, so that learners **live and breathe in** the curricula.
- NSS and other Cells/Sub-Committees offer students exposure in acquiring public speaking by way of organizing events of national importance on issues of ethics and civic responsibility, thus providing them a platform for **participative learning** and **role-playing** of speakers.
- All Departments **assign projects** to students as part of their curricula, enabling them to rework their concepts about curricular assignments into project reports.
- *Hands-on experience* in laboratories in Science Departments makes for modes of kinesthetic learning.
- Students participate in **workshops, seminars, extempore on issues related to both curricula and the world around, quizzes and group discussions**.
- The institute emphasizes participative learning by students through regular **co-curricular activities**, and to supplement them a number of clubs were founded like **Jadav Payeng Eco Club, Lata Mangeshkar Cultural Club, A P J Abdul Kalam Debating Club, Meghnad Saha Science Club, Women's Club and Ambedkar Study Circle**.
- Departments of Bengali, English, publish **Wall Magazines on the auspicious occasion of 5 September** where students double up as creative artists/poets/essayists. Students' Magazine '*Bichitra*' gets published each year, providing students a platform for their creative expressions
- Students of Mathematics, Physics and Philosophy use **problem-solving methods** in their learning modules.
- Students having enrolled themselves in Add-on/Value-Added courses on Communicative English use **Language Laboratory** enhance their skill and efficiency through experiential learning of **LSRW (Listening, Speaking, Reading and Writing)**.
- Faculty members make use of ICT tools like projectors, laptops, smart boards and audio visual contrivances for better and novel teaching-learning experiences.
- Teachers of all Departments make use of the **Learning Management System (LMS)** of the college.
- Faculty members use e-resources like **INFLIBNET N-List, Google Classrooms and Microsoft Teams for classes** for participative learning. These e-resources were utilized during Pandemic.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1**Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 96.04**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	27

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

2.4.2***Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*****Response:** 65.14**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
34	32	30	29	17

File Description**Document**

Institution data in the prescribed format

[View Document](#)

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Sundarban Hazi Desarat College has a unique system of evaluation. It conducts **Entry-Point Test** to ascertain the learning capabilities of a student, and to determine as how a teacher should attune her/his teaching methods. And accordingly, each Honours/Major Departments maintains a **Departmental Bi-Monthly Report (DBR)**. This apart, the college centrally formulates an academic calendar in accordance with that of the University of Calcutta. It contains significant dates like the start of classes and **tentative schedules of examinations**. The college authority makes arrangements for continuous evaluation in a structure manner in order for a student to assess her/his progression in a semester, assisting the departmental teachers also to take measures like remedial classes or extra classes that might seem necessary to address students' problems. Despite acute paucity of faculty members, the college adheres to the following pattern of evaluation besides the examinations stipulated by University of Calcutta

- From the current academic session, that is, 2019-20 (because of the protracted lockdown due to COVID-19, only one examination was taken), IQAC mandated every department to take at least TWO Periodic Tests – PT 1 and PT 2, each carrying 20 marks, apart from an Internal Assessment (IA) of 10 Marks, totaling 50 marks in a semester. Thus a student's Internal Assessment marks for university examination are calculated on the basis of scaling down the marks s/he has secured in 3 (three) tests (50 marks in all). The details of the CIE is as follows:

Name of Examination	Tentative Schedule	Full Marks	Mode of calculation
Periodic Test – I (Semester 1, 3 & 5)	August-September	20	A total of 50 marks is scaled down to 10 for uploading on University Examination portal
Periodic Test – 2 (Semester 2, 4 & 6)	January-February	20	
Internal Assessment	As per the schedule of Calcutta University, at the completion of each semester	10	

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The college maintains a distinct policy on PO CO and all Departments impart all courses and education as per the PO CO.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of PO CO is mapped out with the assistance of digital mapping system.

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 70.44

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
165	200	299	273	145

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
418	300	317	293	208

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 113.38

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
3	1.10388	0.75	1.5	107.025

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

Its insular location and communicational hazards notwithstanding, Sundarban Hazi Desarat College has established a **modest but integrated ecosystem for innovation and research in the campus**. The college has **an active R & D Cell under the aegis of IQAC**, and it has endured that the ecosystem infuses a collective spirit of innovation in all spheres of teaching-learning. The functions of R & D Cell have paid the following dividends:

- The R & D Cell, formed earlier in 2020, was remodelled as per the UGC circular of 4th March, 2022, with Research Advisory Council as the higher body under which it functions.
- Pursuant to the vision of NEP 2020, the R & D Cell is **active in promoting research orientations among students**.
- The R & D Cell has been a **registered participant on the National Innovation & Start-up**

Policy (NISP) portal since 2021.

- The R & D Cell formed an **Institutional Innovation Cell (IIC)** and conducted **Innovation Hackathon for students to come up with brilliant and feasible entrepreneurial projects.**
- **The R & D Cell has conducted seminars on Intellectual Property Rights (IPR)** for sensitizing faculty members as well as students about copyright rules, patents acts as well as the procedures for obtaining copyrights and taking legal action to prevent plagiarism in research papers.
- The R & D established an Incubation Centre – **Amulya Bhowmik Memorial Incubation Centre in the campus whereby students are provided with an ambience conducive to entrepreneurial growth.**
- The R & D initiated in 2021, at the behest of IQAC, **Acharjya Parfulla Chandra Research Grant** - a research initiative for the faculty members **whereby two grants of ? 35, 000/- for Science for a research project in Science and ? 25,000/- for research project in Humanities, Social Sciences and Commerce** (initially it was ? 25,000/- for Science and ? 20,000/- for Humanities & Social Science Subjects/Commerce) per year for a period of 6 months, extendable for 6 (six) months more as per the discretion of the Cell. Two grants would be sanctioned annually for **short-term research projects aimed at addressing the issues of local importance like environment, ecology, bio-diversity, rural economy, SHGs, demography, social and economic discrimination, Mathematical Modelling for policy making for rural development, local culture and literature.** 4 (four) faculty members already completed their research projects under this scheme. And in the Academic Session 2022-23, 4 (four) more faculty members availed themselves of this Grant for undertaking research.
- **No objection certificates for pursuing PhD or other research projects** are processed by the college authority **unfailing within 48 (forty eight) hours**, and currently 7 (seven) of our teachers are pursuing PhD degree.
- **Teachers are encouraged to attend seminars/conferences/colloquia** in the form of **token monetary incentives.**
- During preparation of the current Self Study Report (SSR), two research projects are undertaken by two faculty members from Chemistry and Botany Departments.
- One of our faculty members from the Dept. of Chemistry is a Research Guide under Calcutta University.

File Description	Document
Upload Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 50

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	14	02	05	03

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 2.04

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	30	13	11

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	09	07	04	04

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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.

Response:

Towards the end of 2018, the college adopted its policy on community engagement and extension activities so that they are undertaken to achieve the organization's chief objective and motto in terms of its engagement with the community in the catchment areas – **‘the college would lift itself by lifting the community’**. To reach this objective, a slew of activities and measures were undertaken in the last five years:

- **The college formed two societies in 2018-19 – Sundarban Research Society and Consortium of Science Teachers for Promotion of Science and Cultivation of Scientific Temper** for the manifest purpose of reaching out to two sections of adjoining localities – school students and farmers of the locality. The latter **organized Ramanujan Talent Search examinations in 2019-20, 2021-22 and 2022-23**, excepting the lockdown period of 2020-21, **for the promotion of Science education in schools**. The former, though purposed primarily for research works on the Indian Sundarbans, **organizes a Krishi Mela (Agricultural Produce Display) and Agricultural training programmes every year (2019-20, 2021-22 and 2022-23) for the benefits of local cultivators**.
- **The engaged and dynamic NSS Unit is committed to the cause of social extension** that the institute espouses. **It adopted the village of Tentultali in the year 2019-20 in order for the village to evolve into a healthy community**. It conducted several extension activities and community service:
- **2022-23: 16 Extension activities carried out in the villages of Tentultali and Pathankhali like Tree Plantation drive, awareness about health and hygiene, generating patriotism among local school children and ethical aspects of life, blood donation camp and distribution and many more;**
- **2021-22: 14 Extension activities for addressing issues of women empowerment, awareness**

about sustainable environment, swachh Bharat Mission and cleanliness drive, Digital India Mission, generating awareness about health, free vaccination drive for all students of college and blood donation.

- 2020-21: 1 Extension Activity – free masks and sanitizers distribution camp
- 2019-20: 10 Social extensions related to health and hygiene awareness etc.
- The college has an active collaboration with Bijaynagar Farmers' Club, a registered Non-Profit Organization, and through that collaboration the college undertook a unique community engagement drive. The Waste Management Cell and Jadav Payeng Eco Club of college, under the active guidance of Farmers' Club, started processing composting and vermicomposting manure, packaging them for distribution to local farmers, generating awareness thereby about organic farming.

From 2022-23, the IQAC undertook an ambitious project of imparting computer literacy to local school children after school in collaboration with and with active assistance from the Department of Mathematics. The scheme was immensely successful with as many as 25 (twenty five) primary and upper-primary students with virtually no access to computers at their homes can now use and operate Microsoft Word, Microsoft Paint and other basic computer operations.

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The institute has received certifications and accolades for its extension activities and community service from several Government and Non-Government agencies/bodies.

- The NSS Unit of the college received appreciations from the Pathankhali Gram Panchayet for its excellent performance in sensitizing local communities about issues ranging from tree plantation to necessity of sanitation to health awareness.
- The college is proud to have got appreciations from several schools for organizing the Ramanujan Talent Search Examinations, and these appreciations matter as the purpose is deemed served as evidenced from these accolades.

Delegates from several collaborating institute expressed appreciations about the extension activities carried out by the college for upholding the values of community engagement.

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 74

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
30	25	01	17	01

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 23

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

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.)

Response:

SUNDARBAN HAZI DESARAT COLLEGE, standing on **5.8 acres** of land, and having an eco-friendly green campus, aims to provide a quality education to students of the Sundarbans. Its financial constraints notwithstanding, the college authority has made relentless attempts to provide the best of learning resources and infrastructure to ensure a holistic heuristic education for the students even amid the locational hazards of the region.

Teaching-learning and ICT-enabled facilities-

1. The college has **forty-one** classrooms for conducting classes of **seventeen** Streams including pass.
2. There are **three** blocks, **Humanities, Science and New Academic Block**
3. There are **projectors** in the **Departments of Education, Chemistry, Geography, R. 103, R-104, R-1, R-2, R- 8 (for common classes), Seminar Hall and Staff Room.** There are **seven portable projectors** which are regularly used for conducting classes in different classrooms
4. the **Departments of Physics, English and Room no-1** have **smart classroom facilities.**
5. The **Departments of Chemistry, Physics, Anthropology, Botany and Zoology** have their **own Laboratories** with necessary equipment and elaborate specimen collection.
6. There are **three computer Laboratories** furnished with **Thirty-Six Desktops** and various modern Software.
7. The college has a **Language Laboratory** for use of all students and a **Learning Management System (LMS)** for all the Teachers and Students.
8. There is one **ICT Enabled Seminar Hall** with **150 seating** capacity
9. There is **one Wi-Fi enabled Guest Room** and **one Ladies' Rest Room** for the use of both Faculty members and the persons who visit the college to attend **Seminars.**
10. The college has established **Sundarbans Research Society** in 06/09/2019. It encourages and invites **scholars from across the world** to research on topics related specifically to the Sundarbans.
11. There are **two scanners** in the Clerical section.
12. There are **eighteen routers** for **seven Wi-Fi Access** points that cover the whole college campus including the hostels
13. A **Site Map** to the **left of the entrance** of the college is convenient for the newcomers as well as visitors who come on several purposes.
14. There is a modest **Cafeteria** in the Humanities Block serves both students and faculty members.

15. An in-campus **Medical Care Centre** christened as HaripadaDas Medical Centre is furnished with necessary equipment for first-aid and sudden sickness of both day-scholars and hostellers.
 16. There are arrangements **for Divyangana Students like Wheel-Chair, specially made bathrooms.**
 17. **Desktops (90) Laptop (34)**
 18. **Printers (22), scanners (2)**
 19. CC TV Camera (40)
 20. Generators (2)
 21. Pollution Monitor
 22. **Hostels (3)**
 23. **Cycle stand**
 24. **Common rooms and wash rooms**
 25. Fire extinguishers
1. Two common play grounds
 2. Small playgrounds within Girls' hostel
 3. Indoor sporting goods – carom, ludo, Chinese checker, chess, table tennis.
 4. Common gym and yoga-meditation centre
 5. Gym for girls
 6. Musical instruments – 1. Harmonium, 2. Tobla, 3. Naal, 4. Daafl, 5. Hand-drum, 6. Guitar, 7. Khartal, 8. Hand percussion
 7. Wall magazine stands – 14
 8. Mike set for theatrical performances

Others Resources

1. The Jadav Payeng Eco-Club has developed an **In-Campus Nursery** which is nurtured by the student-Members
2. The Botany Department has a **Medicinal Plant Garden** which contains various medicinal herbs.
3. The institution has its own **Vermicompost Unit**. The produce is used for the college plants and is also distributed to the local farmers
4. There are **Two Solar Panels** which are used to generate electricity for lifting water into tank for use in **academic and administrative block – 1**.
5. There are **Three Ponds** which are used to maintain the college gardens. They also provide water to some local farmers during summer season
6. The institution has **Two Rainwater Harvesting Units** the water of which is used to water the college gardens, especially during the summer season

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response: 58.29

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
22.5096154	34.86981	85.91294	45.1090855	23.59129

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Sundarban Hazi Desarat College Central library started along with the establishment of the college in 1961 in order to cater to the academic needs of the faculty, students and non-teaching staff.

1. Central Library maintains a robust collection of physical and electronic resources to meet the needs of its user community.
2. According to accession register, **total number of book stand at 24650+, title covers – 7751+, subject Covers – 17+, text books – 23000+, reference books – 1000 +, special collection covers – 9+ (Sundarbans Collection, Communist Movement related collected works, Biographies, Dr. D. Chakraborty collection, tour and travel related books, General knowledge related books, Encyclopaedias Dictionary etc.).**
3. **Total title of Journal and magazine – 18+** (cover various type of subjects and general knowledge for competitive exam also.).
4. **30 + Map** (cover Sundarbans, West Bengal, India and World).

- 5.7 + **Atlas** (cover Sundarbans, West Bengal, India and World).
6. **340+ e-books** stored in library database, which are access from our website anyone from anywhere.
7. **Open e-resources, open e-book, open institutional repositories, e-resources of NLIST are linked with library website for remote access.**
8. The institution through the central library has subscribed to **NLIST Programme for access-resources.**
9. Central library uses **KOHA** (in cloud version maintained by Avior Technology), integrated library management software for their housekeeping operations.
10. Call number is assigned to the books following the standardized classification scheme, i.e., **Dewey Decimal Classification(DDC-22 Ed.) Scheme.**
11. Library provides **Open Access System** with **100+ sitting capacity** and whole library is secured under the **CCTV surveillance.**
12. The Central Library of Sundarban Hazi Desarat College is one of the central facilities used by all types of members of this college and also by the **ex-student and senior citizen persons.**
13. The journey of **Sundarban Museum** – a physical repository of rare artefacts - started in the central library towards the beginning 2024.
14. Library has **Wi-Fi internet connectivity** and this facility are provided free of charge.
15. **WEBOPAC, E-resources, institutional repositories, library collection,** services and activities are linked with **dedicated library website.**
16. From academic year 2014-15 library has started **WEBOPAC service.** The library linked the library catalogue on the web. Users can search catalogue any time. It was linked with library website.
17. Library has **Mini Conference Space** for organized **Orientation Program, Quiz Competition, Book Exhibition, Special Lecture** etc.
18. Library has started **digitization project** to digitalize **Old Materials, Syllabus, Question Paper Etc.**
19. The library has started the **Book Bank service** for the poor and needy students.
20. Library conducts **User Orientation Programme** every year in the month of **July** to acquaint the new students in understanding the services the library provides them.
21. The central library offers a new service called '**Library Social Extension Service**' which started on February 18, 2020, to promote education in the local area among all strata of people.
22. Central library maintains **Newspaper Clipping Service** for collecting Sundarban related news.
23. Central library distributes '**Puthuvayil Narayana Panicker Memorial Prize**' for best library user, to both students and teachers.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

1. The College has implemented E-governance through the introduction of **Enterprise Resource Planning (ERP)** software from 2020. It uses ERP to maintain students' data for their entire tenure in the institution from the admission to award of the degree. It maintains admission, registration, submission of fees, distributions of scholarships and messing system. There are other ERPs for streamline all its office and academic operations.
2. There are **Seven Wi-Fi Access Points**. The internet Bandwidth speed is of **100 mb/s**
3. The college regularly uploads the notices on its website for instant access of the students.
4. The academic departments of the college update their activities on the websites regularly.
5. The college communicates the students through electronic mode, which at the time of pandemic became very useful.
6. Institution has its own **G-suite** for organization of **webinar** and **classes** through online mode.
7. The college has its **public address system** at administrative block.
8. Financial transactions are made through online mode by the students. Also, the finance office maintains accounts through **Tally**.
9. The college has been using **Learning management System (LMS)** software, where teachers regularly upload study materials for instant access of the students.
10. The college has a **language lab** which has specific **language training software like EL Client and CL Client** for improvement of listening, speaking, reading and writing skills.
11. The **salary of the staff** and various other payments are conducted through **IFMS** and **PFMS**.
12. The teachers apply for leave, or any other applications are made through **online Teacher's Portal**.
13. The college has its own **admission portal, feedback portal** and **grievance portal** for its students.
14. The institution has its own **Social Media Page**, where activities of the college are updated.
15. A very nuanced software was being used since 2021-22, for the **appraisal of teachers'** performance in the college.
16. The **student profile mapping software** is used to map out the profile of students in order for the faculty members to ascertain as how to key their teaching processes to the levels of students.
17. The college initially developed Chanakya App mainly to be a mentor-mentee interface but it now developed to accommodate all academic data necessary for a student.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)**Response:** 24.55**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 62

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 8.01**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
9.8670882	7.52029	4.34133	3.96754	3.43946

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 75.73

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1430	1501	697	1234	953

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene)**
- 4. ICT/computing skills**

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 64.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
1357	1173	745	858	800

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 11.5

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
22	34	46	16	07

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
165	205	299	273	145

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.1

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	10	0	0	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 32.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
64	50	02	28	18

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumni Association of the college, though registered rather late in the day, is an assortment of luminaries and successful individuals who have/made indelible marks on societies and people for good, chiselling the name of their alma mater where they are working/have worked or/and worked sometime in the past. A significant numbers of teachers, educators are its members now.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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.

Response:

Sundarban Hazi Desarat College is premised upon its vision of educating economically challenged students of the Sundarbans, and with that vision to that end it tirelessly endeavours to upgrade and update its governance and administrative set-up via-a-vis NEP implementation, institutional growth, decentralization, and perspective plans adopted for the overall development of the institute. The administration and governance runs in a structured way and all stakeholders are sensitized about the governance system of college so that functioning of the institute remains conducive to teaching-learning processes.

1. NEP implementation:

Since 2019-20 the college has been offering Add-on/Value added and Certificate courses to upgrade its educational orientation towards the implementation of NEP 2020.

These courses were based on three-types: **Courses based on Values and Ethics** like Advance Excel, Web Designing etc., and **Courses designed for knowledge and employability** like **Indian Knowledge System, Women in Art and Literature in India, Fresh Water Pisciculture** and Entrepreneurship Development, **Courses designed for well-being of students** like **Yoga Meditation, Stress Management** and etc.

To implement NEP within the limited scope of the college, the college has set up also an Incubation Centre – **Amulya Bhowmik Incubation Centre**.

1. Sustainable Growth of Institute:

1. **Infrastructure development:** Its limited resources notwithstanding, the college has managed to undertake infrastructural works in the campus like **building water harvesting pits, ramps on all entrances of all academic blocks, purchases of computers and other electronic gadgets, restructuring a part of the building for use as an extra academic block, CCTV camera installation all across the campus, installation of fans in all rooms in hostels, 24-hour electric supply, WiFi access for all students in the campus free of cost.**
2. **Establishment of Clubs for diversified educational experience:** The college has established three clubs namely, **Jadav Payeng Eco Club, Lata Mangeshkar Cultural Club** and **A P J Abdul Kalam Science Club**. These clubs are also part of sustainable growth of the institute as students are provided with experiences of co-curricular learning.
3. **Incubation Centre and Innovation Cell:** An incubation centre - **Amulya Bhowmik**

Incubation Memorial Centre – designed for inducing research orientation among students and entrepreneurship development, especially in view of the NEP 2020. Besides, the college runs Acharjya Prafulla Chandra Research Grant to faculties for research in an academic session for research on area-specific issues.

1. Decentralization of Administration:

1. Each Department and Sub-Committee is mandated to handle and resolve their own academic and administrative decisions.
2. Each policy is designed by respective cells/sub-committees, but ratified by the competent authority.
3. **Fostering a culture of decentralization through the mechanism of displaying excerpts of important meetings on website so that all stakeholders of the college can view the same and air their opinions.**

1. **Participation in Institutional Governance:** The college endeavours to engender an atmosphere of participative management by roping in all stakeholders in taking decisions and adopting policies.

Committees are entrusted with hold meetings regularly and are asked to submit annual reports to the competent authority for review and necessary action thereon.

1. **Perspective Plan:** The IQAC prepares a perspective plans every year mapping out as how to run the institute in a smooth manner through gradual upgradation of all its sections.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The functioning of the institute is effective and efficient as visible from its policies, administrative set-up and all service related procedures as implemented by the college. Though adhering to the West Bengal Universities and Colleges Acts 2017 and 1961 as well as the statutes of University of Calcutta, the college ensures that it adopts its own policies for the same and implements the perspective plans vis-à-vis service related issues of employees.

All perspective plans are adopted at the beginning of each academic session with its strategic focus on measures for faculty development and even orientation/training programme of non-teaching staff. The **college successfully conducted two Professional Development Programmes for faculties and one for non-teaching staff – Training on Excel for non-teaching staff.** All members of teaching staff are given financial assistance and encouragement to participate in Orientation Programmes and Refresher Courses.

Through regular meetings of IQAC and Governing Body, the college runs a system of transparency and participation of teaching and non-teaching staff, and adopts measures for implementation of institutional perspective plans.

All issues pertaining to promotion of teaching and non-teaching staff are addressed by IQAC through a properly entrenched system.

One important aspect of service related benefits is, all newly appointed teachers are given Rs. 25, 000/- before their pay-fixation by Director of Public Instruction, Govt of West Bengal.

Other benefits include participation as member of Co-Operative Society of the SHD college. Although not yet registered because of red-tapism of Government offices, the Society runs the Students' and Staff Canteen in the campus.

Another remarkable aspect of efficient and effective functioning of the institute is evident from the facility provided to the teachers and even non-teaching staff at the campus at a nominal payment of rent. Three such buildings with accommodation of about 23 numbers of teaching and non-teaching staff are there inside the campus.

All PF loan applications are processed within 48-hours, all pension-related matters are addressed as early as possible, and the authority adopts a neutral position vis-à-vis all employees.

The Governing Body and IQAC maintain all service related rules that are meant to be implemented for the employees of college, and the entire administrative set-up is laid out accordingly so that all stakeholders' interests are taken care of within the stipulated parameters of Government agencies.

The GRC – Grievance Redressal Cell – acts upon receiving any grievances for the sake of all stakeholders and to address any grievances including those of employees.

The Principal as Secretary of Governing Body as well the President often personally look after any grievances.

The institute is committed to providing all research facilities to faculty members even to the extent of providing seeds grants to members of teaching fraternity by way of IQAC's flagship research grant 'Acharjya Prafulla Chandra Research Grant', awarded two grants annually to two faculty members.

The Office Management Sub-Committee keeps all service related records like Service Books of all employees updated and neatly filed up for ease of access.

File Description	Document
Upload Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: E. None of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

1. Appraisal System:

1.360 Degree Appraisal System

The college has a dedicated portal for 360 degree appraisal system through which teachers' performance is assessed. The uniqueness of the system is that, even teachers can assess their own performance and keep their OP/RC, seminars attended and publications details digitally on the portal for the purpose of assessment.

The uniqueness of the system is that even students can appraise a teacher and her/his appraisal is kept absolutely confidential.

1. PBAS

Performance Based Appraisal System is followed for promotion under CAS of the Teachers and Librarian.

Performance Report for Group-B and Group-C Employees

The HOI prepares the Performance Report for Group-B and Group-C Employees during their promotion.

The Group D employees, data entry operators, security persons, electricians, housekeeping staff also record their daily attendance in their respective attendance registers.

Welfare Measures for Staff Members

Medical Leave

Maternity Leave

Child Care Leave

Paternity Leave

On-Duty Leave

Half-Pay Leave

Casual Leave

Study Leave

Festival Advance

Pension and Family Pensionary Benefits

Gratuity Benefit

Leave Encashment

Adhoc Bonus

1. Recreational facilities:

Indoor game facilities like Carrom etc.

Guest House

Ramps, washrooms for differently abled persons,

Water purifiers

Campus Security, Housekeeping Staff and Electricians

Vehicle Parking facilities

C. Avenue for Career Development/progression (Career Advancement Scheme)

The avenue for career advancement scheme as per the rules of West Bengal Colleges and University Act 2017 is followed by the college authority for promotion of teachers and non-teaching staff of the college.

D. The college provides facilities to both teaching and non-teaching staff to reside in three messes because of the communicational bottlenecks of commuting to college free of cost.

E. Any member of non-teaching staff can avail herself/himself of an exigency loan of Rs. 50, 000/- at a time.

G. A teacher can borrow 15 books at a time from Central Library for academic and research purposes.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 8.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	8	0	8	3

File Description	Document
Institutional data in the prescribed format	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 46.72

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	5	1	3

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	0	0

File Description**Document**

Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

6.4 Financial Management and Resource Mobilization**6.4.1**

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)

Response:

The institute maintains a robust financial policy to generate revenue from its campus resources and mobilize funds from various resources to institutional development, research works and vocational training programmes under its Innovation Cell.

1. **Institutional Strategies for Funds Mobilization by Finance Sub-Committee:** The Finance Sub-Committee has a two-pronged strategy for funds mobilization. First, the resources of college like three water bodies, trees yielding fruits etc are taken care of for generating revenues, if not substantial. Second, each Academic Department is asked to prepare proposals for garnering Research/Seminar grants and grants for college or departmental development. And apart from RUSA 2.0, Department of English secured a grant of Rs. 1, 50000/- for organizing an International Conference in 2019-20. Currently, if not falling under the tenure of upcoming NAAC Accreditation (2022-23 to 2018-19), two research projects are being undertaken by two faculty members – one in Chemistry Department and the other in Botany Department.
2. **Mobilizing College Funds from Non-Government Agencies/CSR funds/philanthropic funds:** The college can boast of mobilizing funds from several non-government agencies – P C Chandra Group (Radhamadhab Group of Institutions, Kolkata) under its *Gyandhara Prokolpo*, Eastern Institute of Integrated Learning Management, Kolkata and others.
3. **College Fund:** The institution maintains its own funds for undertaking various developmental works aimed to enhance infrastructure for better educational environment.
4. **Mechanism of Financial Transaction:** The college maintains a structured and transparent mechanism in matters related to financial transactions. First, proper requisition is placed to the Convener, Finance Sub-Committee, who refers the matter to the authorities concerned for consideration. Then the matter is brought to the notice of Principal who issues final authorization for expenditure/purchase or forwarding the same for proper action to agencies. Transparency and accountability is maintained in all phases of financial transactions.

The Accounts and Cash Section is under the direct purview of Principal-cum-DDO who directly oversees that the deeply entrenched mechanism of financial transaction is maintained all along.

1. **Departmental & Sectional Budget:** Each academic department as well as each section of the college like IQAC, NSS, Sports Sub-Committee are asked to prepare a tentative budget for the year, outlining all events and programmes to be executed or planned to be executed by them in the session. Accordingly, the Finance Sub-Committee decides upon a central budgetary provisions of each of the proposals, taking a close tab on the expenditure-related issues.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell of Sundarban Hazi Desarat College has made immense contribution to the growth and development of an ambience conducive both to academic excellence and administrative transparency. The IQAC has made the following contributions year-wise for the overall development of the college:

2022-23

1. The academic initiatives undertaken by IQAC include introducing a number of Value Added Course. Other activities include -
2. Taking Entry-Point Test upon admission and maintaining of Departmental Bi-Monthly Report by all Honours Departments;\
3. To streamline the mentoring scheme 'Chanakya' through mobile application;
4. To introduce ERP software for teaching staff for storing up all information and even maintaining daily diary;
5. Taking 2 Periodic Tests to emphasize continuous internal evaluation;
6. To take Ramanujan Talent Search Examinations for school students of adjoining areas to cultivate among them scientific spirit and to encourage them to go for science education in future;

2021-22

1. To collaborate with a number of institutions/organizations for student and faculty exchange and for allied and other purposes.
2. **To introduce a slew of quality measures like Value-Added Courses for the students after the Lockdown was over and the college gate opened after a good one and half years.**
3. **To publish a handbook of ethics and good behaviour for students and distribution of the same for the purpose of addressing the psycho-social problems that a student faced because of the protracted lockdown.**
4. **To make the mentoring schedule more regimented and almost regular for the same purpose as above and to bring students back to the fold of college ;**
5. **To introduce a number of Value Added courses designed to make them all the more interested in studies after an uncreative gap of over one and half years;**
6. **To establish four clubs – Jadav Payeng Eco Club, Lata Mangeshkar Club, A P J Abdul Kalam Science Club and Electoral Literacy Club – to keep students engaged in activities that might keep them away from addiction to phone sets.**
7. **To distribute one sapling to each student upon admission;**
8. **To organize seminars/student seminars for enhanced educational experience of students.**
9. **To build an in-campus nursery of plants through Eco Club for nurturing among students and faculty members values of environment ethics;**
10. Even amid the Lockdown the IQAC monitored all online classes and even furnished a routine for both faculty members and students to follow.
11. It undertook a project called 'Back to College' whereby the Academic and Examinations Sub-Committee tried to reach out to students stranded at home without an android set

2019-20

A remarkable year for the IQAC to make many significant new beginnings! The following quality measures were taken:

- 1.To introduce a number of Add-on Courses/Value Added Courses apart from the two certificate courses in Advance Excel and Web Designing;
- 2.To take measures to establish two societies, namely, the Sundarban Research Society and Science Consortium for the promotion of research;
- 3.To organize the Ramanujan Science Talent Examination for school students of the catchment areas;

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented
- 2.Academic and Administrative Audit (AAA) and follow-up action taken
- 3.Collaborative quality initiatives with other institution(s)
- 4.Participation in NIRF and other recognized rankings
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

1. The institution has set up **grievance portal** where the students can seek redressal of any grievance, they have both in hostel and college.
2. Under the aegis of the IQAC the college initiated the **Savitribai Phule Project** for SC/ST/OBC girls in 2019-20. It provides financial aid, counselling and mentorship to bridge the gap in educational opportunities for marginalized communities.
3. A number of **courses** are prepared and taught by experts which are specifically designed for the girl students – **Self-Defense for Girls, Beautician course for Girls and Basic Harmonium Lessons**. Besides there are other courses, though for both boys and girls, they **aim to sensitize the students to gender equity and women empowerment – Women in Arts and Literature in India, Basic Health Education, Stress Management Course, Leadership and Personality Development Course, Human Rights, Understanding Gender and Law**.
4. The **IQAC** has taken an initiation of conducting **special classes** on issues of **gender, Human rights, ethics and values**.
5. The teachers are to find out the places in the **syllabus** which deals with themes of **gender equity and position of women in the society** and are to conduct special classes based on **participative learning**.
6. The college authority has made arrangements to **disseminate** handbooks on **Ethics** among all the stakeholders. also, the authority has prepared a **codes-of-conduct** for both the office staff and the students.
7. There are **Anti-ragging posters** and an **emergency phone no** displayed prominently in the college premises.
8. The college frequently arranges for **co-curricular activities for girls** and encourages them to participate by giving special attendance to all the participants.
9. A **Gymnasium for girls** furnished with primarily necessary equipment is set up within the Girls' hostel for their easy access to the Gym.
10. The institution has **Yoga and Meditation** Centre and arranges for seminars on the necessity for yoga and meditation.
11. the **common room** for girls is furnished with **sitting arrangements, indoor sporting goods and one sanitary napkin vending machine**.
12. **Safety measures:** The whole college campus, including the hostels, is under surveillance of **forty CC TV Cameras**. There are **three security guards** posted for 24x7. **Two matrons** are always available for any kind of help. **The Medical Centre** of the college is furnished with **first-aid kit**, a box of necessary **medicine and a bed** for any case of sudden sickness. **A Doctor** is hired for 24x7 for any emergency medical help for both the hostellers and day scholars. None is allowed

within the campus without **wearing ID Card**.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: E. None of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: E. None of the above

7.1.4

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)

Response:

As most students of the college are first generation learners, hailing from financially challenged families, it devolves upon the college to instill in them values pertaining to gender, ethics and environment and sustainability through the curricula and by engendering in the campus an ambience conducive to imparting these ethical trajectories of human development.

As for **Professional Ethics**, the college authority follows a well-delineated **Ethics Policy** prepared by IQAC in consultation with Ethics Cell. As per the policy, any member of the teaching and non-teaching staff should not merely adhere to certain codes of conduct for maintaining professional ethics; they should also bear moral responsibility towards environment and stray animals and birds inside and off the campus. On that principle, the college has had one Stray Dog Kennel & Feeding Centre and a rooftop Bird Feeding Point.

Human Values have been the cornerstone of the curricula of the Humanities, Philosophy, Education and History. Teachers highlight relevant sections of syllabi that incorporate or touch upon human values, ethics, values of gender neutrality, and those on environment and sustainability and emphasize these sections in classroom teaching. The mentoring of students, as per the *Chanakya* policy of Mentoring, should be keyed up to the moral aspects of life, and each teacher-mentor emphasizes this in their mentoring classes with students. The NSS Unit of college regularly organizes programmes and events for making students aware of the ethical aspects of life, ranging from celebrating commemorative days to organizing seminars and etc.

Values on gender are parts of syllabi of Political Science, English, Bengali, History and Geography. Besides, the IQAC introduced Value Added Courses like ‘Gender and Law’ and ‘Women in Art and Literature’ to emphasize the institutional commitment to gender equity.

Again, **gender neutral values are propagated among students and all other stakeholders for an inclusive environment as well as to bring changes in their mental landscape through** programmes on gender sensitization organized by Gender Equity Cell. Gender Audit is also carried out regularly. **The IQAC formed ‘Women’s Club’ for fostering values on gender neutrality among students and to address gender inclusive issues beyond the purview of curricula.**

The curriculum under both CBCS and Curriculum and Credit Framework (CCF) of Calcutta University stipulate a comprehensive syllabus on **Environment and Sustainability (Ability Enhancing Course – AECC 1)**. **The core courses of Botany and Zoology consist of environment and sustainability.**

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

1. Mentoring

The institution has initiated the practice of Mentoring, so that the students can go through holistic development.

1. To give moral direction to the students and foster personal growth in them.
2. Find out the co-curricular/creative qualities in a mentee and orient him or her to follow a profession that will suit his or her capabilities
3. Enlighten the mentees about good manners and moral aspects of life and education.
4. Make the mentees aware about the dangers of misuse of phones and other electronic gadgets.
5. The female mentors are given duty to mentor a group of specific girls who would give proper guidance to the girls about their health and hygiene.

Contexts: this practice was initiated by the authority for a vast number of first generation learners in the economically challenged hinterland of the Indian Sundarbans, who face difficulties in coping with the challenges of life beyond their rural settings.

The practice: all the male and female students are segregated into different groups. The female teachers are appointed for the girls and the male teachers for the boys. The mentors would monitor the progress and the job orientation of the students in the notebook provided for mentoring classes. The mentor is also to maintain a mentor register. The college will choose three best mentors depending on the students' feedback

Evidence of success: this practice has developed a far more confident group of students who are enlightened about the moral and ethical aspects of life and are far more serious in for their career.

1. Departmental Bi-Monthly Report

The practice of Departmental Bi-Monthly Report was adopted by the college authority with the express objectives of –

1. Monitoring the growth and improvement of the students after they go through the Entry Point Test.
2. This practice has been of immense help to make the teachers know their students individually, and thereby making the students more serious about their studies.
3. This practice has been useful to recognize the students of poor quality and giving them special attention.
4. Besides, the students who come with good results, they are recognized by the institution and are taken care of not to let them take their studies unseriously

Context: In this region almost all the students are first generation learners, therefore they are devoid of many conveniences that are commonly accessed by the students of urban area. The students generally come with very poor knowledge of their subject. Sometimes they even lack basic knowledge that are found in the higher secondary students. In this context, the authority has taken this initiation to spot the exact level of each individual students.

The Practice: The Departmental Head calls for a meeting after every two months in the department. All teachers are to present the report sheet of the last period. And after discussion about the performance of the students, some resolutions are made to bring improvements in the students.

Evidence of Success: It is because of these Bi-Monthly reports mainly that the initiation of special classes were proposed to the IQAC. Some departments took interesting projects to bring back the students who generally skip classes.

1. Remedial Coaching

The practice of DBR made the college authority to start remedial coaching classes off the routine – from 8-30 am to 10-30 am in the morning and from 4-30pm to 6-30 pm in the afternoon, per week.

Objectives: the main objectives of this remedial coaching classes were

1. To remove the weak points of the students that come out in the discussion of the DBR meeting.
2. To provide extra notes like coaching classes so that all the confusions of the pupils are removed.
3. To make them equipped with all the necessary knowledge to cope up with the new syllabus.

The Practice: these classes are arranged beyond the usual routine hours. Generally the teachers who reside in the college campus are given the duty to take the remedial coaching classes.

Evidence of success: These many students have performed exceedingly well in the university examination.

Resources required: the teachers took recourse to ICT facilities to make the teaching-learning process interesting.

1. Free Computer-literacy programme for Primary students

The college has made arrangements for free computer literacy programme for the little children of the nearby primary school.

Objectives:

1. The children were very eager to learn computer but having no access to any computer they were devoid of it. so our institution has made the provision to give them free computer training.
2. It is considered one of the achievements in the social extension programmes of the college.

The Practice: all the teachers of English and Mathematics Department are engaged in this practice. The Computer Lab. 1 is opened for the children after their school is over.

Evidence of success: the children are quite able now to use Microsoft Word. They can even paint scenery. With time their eagerness for computer has increased.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The distinctiveness of Sundarban Hazi Desarat College consists in its approach to education as a holistic and heuristic process that transforms a student into a responsible and sensible citizen of the world. It adopts the following measures to educate and metamorphose a school student into an individual who would excel in an ethical life-world:

- 1. To prepare a student through a mechanism that involves direct teaching, ethical moulding and skill-building through both curricula and co-curricular activities combined with a campus ambience that induces in a new incoming student a sense of propriety, values, skill and, above all, love of learning.**

To complement University Curricula the college college makes arrangement for Value-Added/Add on and Certificate courses absolutely free of cost for students to acquire both **knowledge and skill**. The combination of courses is designed with the manifest purpose of offering students to pick up skills required in the contemporary job market. Through Remedial coaching and Departmenta Bi-Monthly Report (DBR) a student is given extra care and a cushioning sense that helps one to learn.

- 1. To prepare a learner with a slew of co-curricular activities through both cultural and sports activities that hone a student with an extra edge and some extra skill in this world where a person with diversified interests is preferred to the other who has only bookish knowledge or singular skill.** Thus the clubs established by the IQAC helps the students to remain engaged and learn thereby certain skills also.
- 2. The college tirelessly endeavours to instill among the students a strong sense of ethics through special classes, remedial coaching and above all mentoring through which a student picks up life skills along with another greater skill of ethical behavior.**
- 3. The college ensures that its distinctiveness remains unsurpassed on account of its extensive extension activities.**

5. CONCLUSION

Additional Information :

The college is located in the hinterland of the Sundarbans, cushioned amid a lush green campus of about 5.8 acres of land across the river Hogol.

Concluding Remarks :

The college is committed to the cause of fostering an educational ambience for the socially deprived and economically challenged.