SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

DHRUBA CHAND HALDER COLLEGE

DAKSHIN BARASAT, SOUTH 24 PARGANAS.
743372
www.dchcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dhruba Chand Halder College at Dakshin Barasat, in the Sealdah-Namkhana section of the Eastern Railways, South 24 Parganas district, West Bengal, formerly known as Dakshin Barasat College, was established in 1965, as a co-educational undergraduate college, for providing quality-higher-education to hundreds of students in the vast Sunderban belt, one of the largest mangrove forests in the world, on the Gangetic delta. Affiliated to Calcutta University, it is included in the list of colleges maintained under Section 2(f) and 12(B) of the UGC Act, 1956. This college is at a distance of hardly 40 kms. from Kolkata, but it is a quiet haven, away from the hustle and bustle and pollution of the city life. The College has been Re-accredited (Cycle-II) by the National Assessment and Accreditation Council in 2016 with CGPA of 2.59 on seven-point scale at B+ grade (Accredited).

Vision

- To provide inexpensive quality education.
- To equip students with knowledge and skills in their chosen stream.
- To instill values, recognize hidden talents and endow opportunities amongst students to realize their full potential.
- To shape students into future leaders, entrepreneurs and above all good human beings.

Mission

- To deliver value-based education, which in turn, makes "real men and women" (a concept initiated by Swamiji).
- To educate the citizens and would be citizen-leaders for our society through our commitment to the transformative power of education in the streams of arts, commerce and sciences.
- To envisage a kind of education that would help young learners realize their inner strength and potentialities and know their own selves inside out-"Bear no hatred, sow the seeds of love and friendship"

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

OUR STRENGTHS

- The college has a pool of competent teaching and non-teaching staff.

- A huge student strength, catering to the needs of rural students with number of girl-students increasing every year. The security and safety of all women in the campus is never compromised, making it safe for them.

- The introduction of the Computer and Language laboratories has enhanced the quality of education here.
- The College facilitates advanced learners to pursue higher education at the Distance Education Study Centres of Rabindra Bharati and Netaji Subhash Open University, run in the campus.
- The available infrastructure includes ICT- enabled- class-rooms, a large playground, water-bodies, Central and Departmental Libraries, Reading Rooms, laboratories, an auditorium, Boys' hostel, Canteen, rich, bio-diverse land resources.
- Though located in a rural area, the college provides good internet connectivity all over the campus, augmenting ICT based teaching-learning.
- The college provides the facility of regular and emergency medical screening of students within the college premises, with the help of an in-house doctor.
- The college is proud of its students' outstanding performance in sports and athletics at different levels. Accolades are won by the students at every sports-meet. The Physical Education Department provides adequate opportunities to students to develop their skill in sports and life-skills like Yoga.
- The ramps in the different buildings, an elevator help the differently-abled students reach their class-rooms easily. Braille books have been provided in the library for the visually impaired.
- The college has two active NSS units comprising student-volunteers and faculty members regularly working for campus-community linkage .
- The NCC unit of the college motivates the youth to take up a career in the Armed Forces.

Institutional Weakness

OUR WEAKNESS

- Being situated in a rural area and of poor connectivity to this place , the college lags behind in creating job opportunities for students through campus placements. This is mainly because of the reluctance of most of the recruiting companies to visit such a distant place physically.
- Involvement of faculty in research activity is not adequate because of the dearth of opportunities.
- The area of collaboration, consultancy and linkage is also inadequate.
- The number of teaching and non-teaching staff is inadequate in comparison to the number of students in the institution. The opportunity of staff recruitment is not in the hands of the institution; the administration has to rely on the Government policies for post creation and recruitment.

Institutional Opportunity

OUR OPPORTUNITIES

- This college has an opportunity to build a girls' hostel; however, different relevant concerns related to socio-cultural problems and security issues is posing an obstacle to this development.
- Having enormous student strength and a good number of competent faculties, the college has the

opportunity to open PG courses in some of the departments in the college campus.

- The college being located in a rural area, far from the city, faces a demand to introduce need-based courses. In future, the college may design and plan such courses as per demand.
- The college has competent faculty to organize specialized training programmes to increase their skills in different areas of teaching and learning.
- Being a part of the Sundarban delta, this college has a vast opportunity to set up a Sundarban Research Area, carrying out research in the fields of Bio-Sciences, Physical Sciences, Geography and Economics.
- The college has an opportunity to create a better relationship and network among the stakeholders of the college for more productivity in future days.
- A large number of our students have shown outstanding performance in sports and games. There is a scope of providing further support to them, by way of establishing a Sports Academy in the campus. Moreover, the introduction on PG Courses in Physical Education can also be considered in the near future.

Institutional Challenge

CHALLENGES

- The college receives limited Government grants and allocations which are not enough to augment the infrastructural facilities needed for this **student-heavy** college. This insufficiency of funds is a constraint to the overall development of the college.
- The shortage of teaching and non-teaching staff in comparison to the huge number of students admitted, is another serious challenge faced by the institution.
- A lot of students who take admission in this college belong to socio-economically backward class. The college faces challenge in helping them as they have diverse issues caused mainly due to economic and social inadequacy. Ensuring regularity of student's attendance owing to socio-economic reason remains a challenge.
- Reducing the drop-out rate of students owing to socio-economic reason is a real challenge.
- Prevention of early marriage of our girl-students and helping them pursue higher education is one of the greatest challenges we face at Dhruba Chand Halder College.
- Teaching the students of this institution in a blended mode is a real challenge to the teachers and students alike. Poor internet connectivity and power shortage in the vast area of the Sundarbans, the students find it extremely difficult to attend online classes at the scheduled hour.
- Located in the Sundarban belt, the college and the adjoining areas face the threat of natural calamities like floods and cyclones. In the span of the last few years, cyclones Yaash and Amphan have caused widespread destruction, destabilizing the students' households. Getting back to normal college life after this, is a real challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CURRICULAR ASPECTS

DHRUBA CHAND HALDER COLLEGE is affiliated to Calcutta University, following the syllabus designed and prescribed by this University. The University introduced the CBCS programme for B.Com. in 2017 and B.A. and B.Sc. in 2018. The college offers 19 (nineteen) programmes based on the **Choice Based Credit System**, for the students to choose the courses they like. At the commencement of an academic session, the annual academic calendar is incorporated in the College Prospectus, and the college prepares its own calendar accordingly. Faculties of every department prepare their own teaching plans, each department preparing a departmental brochure for the 1st semester students.

The faculties use the conventional chalk and talk method, but the focus has shifted to application and ICT based teaching learning methods at present. Class notes, PPTs, lecture videos and previous examination questions are posted in the LMS on the college website.

Some important issues like professional ethics, gender and environment are integrated in the syllabi of various subjects taught in the college.

Faculties are engaged in evaluating assignments of students, paper setting, and are appointed 'examiners' by the University. Many of the faculties are involved in designing and conducting Add-on courses, numbering 42. Experiential learning through project/field work is also provided to the students for exposing them to the world beyond their mundane activities.

Feedback is taken from students, teachers, guardians and alumni. The data is then analyzed and appropriate steps are taken on the basis of the feedback. This data, along with the action-taken report, are posted on the college website regularly

Teaching-learning and Evaluation

·   Our college reaches out to a considerable number of students. The college has filled-up, on an average, 86% of sanctioned students-intake-capacity during last 5 years. In this process our college has done justice to its responsibility by filling up the sanctioned seats for reserved categories to the extent of 87%.

·   The college has admitted a huge volume of aspiring students. However, the number of full-time teaching posts sanctioned by the state government has remained disproportionately low which have resulted in a very

poor student-teacher ratio 169:1. In order to improve this ratio the college authority has appointed 34 teachers, though not on a full-time basis, improving the ratio to 99:1 in the last academic year (2021-22).

· The college has considerable student centric teaching-learning measures with ICT enabled tools, NSS, NCC, field trips, placement cells, seminars, projects *etc.* are the important academic activities which are in the regular schedule of this college. Faculties are interested in Research publications.

· The college always takes utmost initiative to fill up the sanctioned full time teaching posts. As a result this percentage remained, on an average, 90% while the same in the last academic year has increased to even 98%.

· The encouraging ambience in the teachers' fraternity within this college has impacted positively among the teachers; as good as 90% of the full-time teachers, on an average, have NET/ SET/ SLET/ Ph.D. as their NAAC-specified higher qualification.

· All examination schedules and other notices are posted on the website in due time. The students have the opportunity for the redressal of their grievances regarding the internal assessment in the college itself, while the same for the external assessment is done through the University portal.

· The college offers 16 Hons Programmes and 3 General Programmes. At the commencement of every session, all programmes and course outcomes are explained to the students. The attainment of these programme and course outcomes has remained reasonably good over the last 5 years.

· The average percentage of students qualifying the final examination over the last five years is 70.63%.

Research, Innovations and Extension

- This College provides an excellent opportunity to rural students of South 24 Parganas to fulfil their academic aspirations as well as to enhance their knowledge and skill through experiential and participatory learning.
- Faculties are encouraged to participate in conferences, seminars, workshops, and training Programs to attend/present their research papers. In recent years, young teachers of this College have shown much higher interest in research related activities and publication of research papers.
- Students of this College are encouraged to publish their research interest in the Departmental Magazines of the College.
- The two NSS Units of this College extend support through various social work programmes in the surrounding localities of the College. During the Amphan calamity, NSS Units of this college took initiatives to extend support to the affected people in the nearby villages and localities by providing relief materials to them.
- In COVID-19 crisis, NSS Units of this college organized a number of lectures to sensitize students on the issues relating to pandemic and health care. These Units also organise blood donation camps, Thalasemia Awareness and Test camps and Yoga awareness Programmes at regular intervals.
- NCC Units of this College are active in spreading awareness amongst people about the issues like importance of cleanliness, water saving, safe driving, environmental sustainability through its various programmes like Swatch Bharat Abhiyan, Save Water, Safe Drive Save Life, Yoga Camps and Anti-Tobacco Programmes etc to benefit the society.
- The Gender sensitization Cell of this College organizes lectures and seminars to create gender

awareness amongst the students of this College.

Infrastructure and Learning Resources

The college offers 16 undergraduate programmes and 36 undergraduate courses in Science, Commerce and Arts. There are 37 classrooms out of which 6 classrooms have smart class facility and 7 classrooms have projector facilities. There are 13 laboratories and in addition computer labs in Physics, Chemistry and Geography departments. Students can download course materials and study modules from the college website. The campus is Wi-Fi enabled. 3 seminar rooms have smart class and acoustic facilities. The college has seminar hall of about 4500 square feet. There is a medicinal plant garden maintained by Department of Botany. Hostel facility is provided to male students. The college office is well automated. College has uninterrupted power supply. A hydraulic lift has been installed in one of the buildings of the college. The college organises cultural activities throughout the year. Every year, students of the College achieve notable distinctions in sports and games and many are selected for national and state level tournaments. The college has a gymnasium which is well equipped.

The Central Library is fully automated with the installation 'Koha on Cloud', version 20.11. The OPAC link available in the library section of the College website allows searching of library database by entering keywords. Library section of the College website is updated. Library has e-books, e-journals and subscribes to 22 scholarly journals on various subjects. The Central Library of the college at present has more than 28,500 books. There are considerable number of braille books and audio books. Library Orientation Programmes are organized for newly admitted semester-I students. Purified drinking water facility is available in the library building.

The college has high speed internet connectivity through an Internet Leased Line service with speed of 10 mbps. The college has a computer center named "Dhruba Chand Halder College Computer Center" with 19 terminals and a server for use of students. The student admission procedure is fully automated. College website uploads all student centric information. The student centric information and the accounting system of the college are managed through 'Smart College' software. College has launched its own android app named "DCH College". The entire college campus is under 24X7 CCTV surveillance.

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Student Support and Progression

1. At **DHRUBA CHAND HALDER COLLEGE,** efforts are taken to procure financial assistance for its students, so that they can pursue their dream. All scholarships given by the government, such as Kanyashree, Aikyashree, Swami Vivekananda Merit cum Means scholarships, are made available to them in due time.

2. To foster self-confidence in students, the college has introduced a number of skill development courses like, Spoken English, Spoken Sanskrit, Esperanto, GPS Mapping, Apiculture etc. Field training programmes for the study of environment is also arranged by the institution. Computer training is given to all interested students of all streams.

3. Over the last few years, many sessions on Career Counselling have been organized in the campus, in collaboration with external organizations like Rice, Calcutta Business School, Vanik Education, Biorad Laboratories, BDO, LIC of India, Calcutta Business School, Gitam University, Nihar Nikunja Defence Academy. Unacademy, Neotia University, Nirmal Bangla and Amity University.

4. Students' welfare, being important to the authorities, their grievances and complaints, including sexual harassment are addressed and resolved immediately by the Gender Sensitization, Grievance Redressal and Anti Ragging Committees.

5. The gradual trend of pursuing Higher Studies is an encouraging feature in our college. Most of our students today, opt for Post Graduate Degrees and Diploma Courses. Studying B.Ed is another remarkable trend.

6. Our students here excel in sports like Football, Kabaddi, Kho-Kho, Atheletics, bringing laurels to the institution. Many of them are District, State Level, National players today, proficient in their respective areas.

Governance, Leadership and Management

The mission of Dhruba Chand Halder College is to transform the young brigade into responsible citizens, serving the country in their own ways. Since our college falls under the category of government aided institutions, it is bound to abide by the laws and rules formulated by the State Government. But, in the campus, the Principal formulates internal policies and programmes of the college with the help of IQAC and the Academic Sun-Committee. There are a number of committees and sub-committees devising plans and executing these simultaneously. The Institution has perspective plans for its all-round development, both academic and extra-curricular, skill development courses for teachers, students and non-teaching staff, keeping in mind the values rooted in our vision. This college practices decentralization and participative management, as best as possible. At the beginning of each academic session, various committees are formed to monitor the different areas required to run an institution smoothly. The different committees help the Principal to integrate the diverse aspects into the large fabric of administration. Capacity Building Policies have been adopted to improve the The college tries to upgrade the quality of its academic base, by encouraging the faculty members to participate in OPs and RCs. E-governance is employed in the areas of administration, examination, finance and accounts and Students' Support System. At present, student admission procedure is fully online, to ensure transparency. Faculties are encouraged to improve their professional competence, by giving financial support. Teachers and non-teaching staff are provided with financial support during festivals. Funds are also generated from the two Distance Education Centres in the college as well as by selling internal products like fish and coconuts. Regular internal audit as well as external financial audit is conducted to ensure economic transparency. The IQAC organizes quality initiatives every year, to the best interests of the stake-holders.

Institutional Values and Best Practices

Dhruba Chand Halder College is dedicated to provide value-based education to its students , making them responsible, sincere and honest citizens, focused on a continuous quest for excellence. There are many extension activities conducted by different bodies, such as NSS, NCC, Women Empowerment and Sensitization Cell, Anti Ragging Cell, to sensitize the students to the need for community service and nation building and gender sensitization.

The green campus programme has been initiated to keep the college clean and free from environmental hazards; its main objectives are based on environmental awareness- based education, use of sustainable energy and energy efficient measures, comprehensive recycling and green landscaping. The college implements practices like waste and water management, use of solar energy and LED bulbs as alternate energy sources, planting trees for ecological balance, rain water harvesting, towards establishment of the green campus.

The college has created a barrier-free-environment for differently-abled-students, by providing ramps, rails, braille books in the library.

The college provides an inclusive environment for all the students and staff. The Institution has a prescribed code of conduct for students and staff, monitored by the Principal. Several national and international commemorative days, events and festivals are celebrated throughout the year, to inculcate human values amongst everyone. A well- organized IQAC plays an instrumental role in formulating decisions relating to the academic and extra-curricular activities of the college.

 Some of the best practices of our institution are:

1. **DUARE SHIKSHA** (Bringing education at the students' door step)
2. **LET THEM STAND ON THEIR OWN FEET** (Providing Financial Assistance to students.)
3. **KHEL KHEL MEIN** (The Making of sports women/men.)
4. **CONSERVATION OF NATURE AND SUSTAINABLE DEVELOPMENT**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DHRUBA CHAND HALDER COLLEGE
Address	DAKSHIN BARASAT, SOUTH 24 PARGANAS.
City	DAKSHIN BARASAT
State	West Bengal
Pin	743372
Website	www.dchcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Satyabrata Sahoo	03218-222550	9433487809	-	dchcollege@yahoo.com
IQAC / CIQA coordinator	Sudakshina Sengupta	03218-223668	9830036739	-	sudakshinabsengupta@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 minroity 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	23-08-1965	View Document
12B of UGC	23-08-1965	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	DAKSHIN BARASAT, SOUTH 24 PARGANAS.	Rural	9.353	6188.354

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,Bengali	36	Higher Secondary	Bengali	680	674
UG	BA,Bengali	36	Higher Secondary	Bengali	150	130
UG	BA,English	36	Higher Secondary	English	100	84
UG	BA,English	36	Higher Secondary	English	90	87
UG	BA,Sanskrit	36	Higher Secondary	Bengali	90	75
UG	BA,Sanskrit	36	Higher Secondary	Bengali	60	45
UG	BA,History	36	Higher Secondary	English + Bengali	170	150
UG	BA,History	36	Higher Secondary	English + Bengali	485	413
UG	BA,Political Science	36	Higher Secondary	English + Bengali	170	153
UG	BA,Political Science	36	Higher Secondary	English + Bengali	320	301
UG	BA,Philosophy	36	Higher Secondary	English + Bengali	300	263
UG	BA,Philosophy	36	Higher Secondary	English + Bengali	170	116
UG	BA,Education	36	Higher Secondary	English + Bengali	50	35
UG	BA,Education	36	Higher Secondary	English + Bengali	230	216
UG	BA,Physical Education	36	Higher Secondary	English + Bengali	120	95
UG	BA,Psychology	36	Higher Secondary	English + Bengali	45	40
UG	BA,Sociology	36	Higher Secondary	English + Bengali	240	228
UG	BSc,Geography	36	Higher Secondary	English + Bengali	11	10

UG	BSc,Geography	36	Higher Secondary	English + Bengali	80	73
UG	BSc,Economics	36	Higher Secondary	English + Bengali	250	243
UG	BSc,Economics	36	Higher Secondary	English + Bengali	35	8
UG	BSc,Physics	36	Higher Secondary	English + Bengali	18	15
UG	BSc,Physics	36	Higher Secondary	English + Bengali	25	16
UG	BSc,Chemistry	36	Higher Secondary	English + Bengali	18	15
UG	BSc,Chemistry	36	Higher Secondary	English + Bengali	30	26
UG	BSc,Mathematics	36	Higher Secondary	English + Bengali	20	20
UG	BSc,Mathematics	36	Higher Secondary	English + Bengali	55	39
UG	BSc,Zoology	36	Higher Secondary	English + Bengali	15	15
UG	BSc,Zoology	36	Higher Secondary	English + Bengali	40	33
UG	BSc,Micro Biology	36	Higher Secondary	English + Bengali	14	12
UG	BSc,Micro Biology	36	Higher Secondary	English + Bengali	20	17
UG	BSc,Computer Science	36	Higher Secondary	English + Bengali	15	12
UG	BSc,Botany	36	Higher Secondary	English + Bengali	20	18
UG	BSc,Botany	36	Higher Secondary	English + Bengali	15	11
UG	BCom,Commerce	36	Higher Secondary	English + Bengali	100	51
UG	BCom,Commerce	36	Higher Secondary	English + Bengali	160	64

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				0				16				33
Recruited	0	0	0	0	10	6	0	16	15	15	0	30
Yet to Recruit				0				0				3
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				28
Recruited	22	3	0	25
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	8	1	0	9
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	6	5	0	7	10	0	28
M.Phil.	0	0	0	1	1	0	5	3	0	10
PG	0	0	0	3	0	0	3	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/M CH	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/M CH	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	18	15	0	33

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	1905	0	0	0	1905
	Female	1898	0	0	0	1898
	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	881	819	839	1013
	Female	796	774	766	808
	Others	0	0	0	0
ST	Male	4	6	4	5
	Female	2	0	1	3
	Others	0	0	0	0
OBC	Male	385	358	338	444
	Female	532	482	459	553
	Others	0	0	0	0
General	Male	566	524	504	560
	Female	674	582	510	516
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3840	3545	3421	3902

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Dhruba Chand Halder College stands as a well equipped educational centre in South 24 Parganas in West Bengal, offering a number of courses and streams of study to a large section of students from

far and near. At present, this college serves as a second home to about 4000 new students every year, helping them live their dreams. There are three streams running at present, viz, Science, Humanities and Commerce. The number of programmes and courses offered, under the CBCS pattern of education of the University of Calcutta is 19. The approach to learning here, has thus become multidisciplinary. Students enrolled with the Science stream are free to opt for subjects like Geography, Economics, Psychology, Political Science; whereas students from the Humanities section are free to take up subjects like Mathematics and Environmental Science. The college tries to accommodate these interdisciplinary courses in its routine framework. Moreover, students are given the freedom to choose skill enhancement courses from the subjects of their study, according to their needs and aptitudes. Thus, with reference to the NEP 2020 the college has put into practice, interdisciplinary and/or multidisciplinary courses.

2. Academic bank of credits (ABC):	Since the college is an affiliated under graduate college under the University of Calcutta, it follows the syllabi and the programs as prescribed by the University. At the end of every semester, the University holds an examination, followed by an evaluation of answer scripts by both internal and external examiners, and mark-sheets are then handed out to the students. The total marks and the credits are in the custody of the University and the college has no scope to introduce its own system in this regard. Since, the college has no autonomy to design its programs (except Add-on or certificate courses) or award marks or credit to the students,the feasibility of introducing the ABC has become a remote possibility. However, if the Government or the University plans otherwise, DCH College will surely adopt any new system in this regard.
3. Skill development:	The stakeholders of Dhruba Chand Halder College feel that only a graduation degree at the end of three years in a college hardly makes students fit and eligible for jobs and other employable opportunities. The CBCS enables them to be skill developed to a certain extent, as per the syllabi of the different courses of study. In addition to that the college offers free Add-on courses to help them face the bigger challenges of the employment market. These Add-on courses are specifically designed by the faculties, as

	per their courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The integration of the Indian Knowledge System can be observed clearly at Dhruba Chand Halder College. It offers Indian languages like Sanskrit and Bengali. Sanskrit and Bengali literatures are offered to a wide section of students, as their courses of study. Moreover, Spoken Sanskrit is also taught to all interested students. The teachers of the college deliver their lectures in bilingual mode, mostly, English and Bengali or Bengali and Sanskrit. The dominant mode of teaching at this college is Bengali. There are some online Add-on courses offered by the departments of Bengali and Sanskrit that focus on Indian language and culture. All the Add on Courses are conducted on-line, so as to save space and time. In this way, such classes are held before or after regular class hours, to reap the maximum benefit for our students.
5. Focus on Outcome based education (OBE):	At present, the college is an affiliated institution under the University of Calcutta and governed by the Government of West Bengal, havingno autonomy to design or delete its own curriculum, except the certificate and Add-on Courses. The courses of the college are designed by the University as per the CBCS curriculum and the course outcomes are guided by the curriculum. But the Add on Courses developed by the different departments, keeping in mind, the employability factor of the students, have focused on their skill enhancement techniques. Students are given courses on the basic skill development programmes in correlation with the core subjects of their choice. However, if given an autonomy in this regard, DCH College is ready to handle this particular aspect efficiently, in keeping with the proposal of the NEP.
6. Distance education/online education:	The recent pandemic changed the life style and patterns of all Indians, across the country. DCH College realized the need to change its system of imparting education during this period, shifting its focus to the on-line mode of education. Not only teaching-learning, but all co-curricular activities were conducted on-line, with students participating from far and near. Add-on courses too, were conducted on-line, in the zero hour (hours not counted as stipulated college hours or beyond the college hours). These courses are free of cost and very much their own

subject specific for skill enhancement. The college plans to upgrade these courses to make them more competent in the job market.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Political Science Department of the college is entrusted with the duty of looking after the electoral literacy programmes initiated.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Selected faculties of the Department of Political Science function as co-ordinators.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The democracy of a country is effective when the people at large are conscious of their role in the electoral process, giving shape to their aspirations and goals. The process needs to be initiated right at the young age. Keeping this in mind, Dhruba Chand Halder College has been organizing relevant workshops to raise electoral consciousness in its students in all departments. With the initiative of the Department of Political Science and the authorities, relevant and concerned departments are being approached at intervals, to organize programmes raising their electoral consciousness. The Block Development Office here, collaborates jointly with the institution, in this regard. The Chief Electoral Officer of the Government of West Bengal organized a workshop in the college in 2022, with the college, explaining to them, the importance of democracy and the role assigned to each and every individual, and teaching the young voters the modalities of casting their votes. This session opened the eyes of the new voters to the electoral process and the consequences thereafter. Electoral literacy is initiated by the Department of Political Science, by preparing and sending our students to the West Bengal Youth Parliament Competition organized by different colleges in the district. New batches of students are trained and sent to these venues, where they perform to the best of their ability. They have successfully brought accolades, keeping the colours flying high.
4. Any socially relevant projects/initiatives taken by	Relevant Workshops in the college. Awareness drives

College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	include frequent counselling in this regard, by senoir batches of students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Since the pandemic disturbed the normalcy of situation in our college, the data in this regard could not be arrived at, by the concerned Department. But, all students here, are conscious of their own status and hence, are believed to have registered themselves as legal voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8122	7284	7074	7835	7881

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: 51

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	43	36	37

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
119.58	83.28	123.84	100.18	114.39

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:

1.1.1 Delivery of Curriculum:

The Academic Sub-Committee of Dhruba Chand Halder College regulates and oversees all the academic activities of the college. The Academic Sub-Committee (comprising the Head of all academic departments) meets before the commencement of classes in even and odd semesters of an academic session. The convenor of Academic Sub-committee co-ordinates with members of the Routine Sub-Committee (comprising of representatives from each stream) to formulate a Master Routine for the odd and even semesters. Subject combination guidelines of University of Calcutta are kept in mind while formulating the Master Routine of the college. A blank format of the departmental routine is mailed to each departmental head who allots classes to each teacher of the department and sends back to the Routine Sub-Committee for feeding the Master routine. The Master routine, thus framed is forwarded to the Principal for approval. After approval from the Principal, the routine is displayed on all notice boards of the college, put up in the college website and the Android App of DCH college so as to reach to all the students of the college.

After publication of Academic Calendar by the University of Calcutta in each academic session, the college too prepares its own academic calendar. It highlights all the important academic events of the college. At the departmental level, the Professors sit together, plan academic activities of the department and divide the syllabus amongst the faculty members, allotting enough classes to cover each topic thoroughly. This plan is well documented in Departmental Meeting Resolutions and displayed to students through Departmental Brochure. Each department, under the aegis of the departmental head, periodically meet and review the progress of the syllabus. Class tests, assignments, interactive sessions, group discussions, textual quizzes are conducted along with tutorials to ensure proper understanding of each topic. Each department makes use of teaching aids like interesting ppts in order to improve the quality of teaching-learning. Again, all honours students of the institution are part of the mentor-mentee programme. Each honours department divides its students into smaller groups and assigns a mentor (who is a faculty member of the same department) for each group. The mentor looks after the academic progress of the mentees and act as a philosopher and guide as well. In addition to this, there are various sub-committees such as Career Counselling, Sports, Cultural, NCC, NSS, Anti-Ragging and Students Welfare. These sub-committees carry out various programmes to ensure all-round development of the students.

The college aims to constantly evaluate its own progress and learn from previous shortcomings. Feedback analysis of all stakeholders are carried out every year. Students of the final semester participate in the feedback mechanism of the students. Having studied in this institution for three years, they are one of the best evaluators of the department and the college at large. Hence, their valuable feedbacks are noted down. The feedback of all the stakeholders is then analyzed and their suggestions are implemented after proper discussion in meetings.

File Description	Document
Upload 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: 42

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: 14.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
4819	692	0	0	0

File Description	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:

1.3.1 The Institution is an affiliated college (affiliated to University of Calcutta) that tries to inculcate values and ethics among its students. Apart from focusing on effective curriculum delivery, the institution also makes effort to impart holistic education that goes beyond the curriculum through various activities conducted throughout the year. Through these programmes students imbibe universal, moral and social values, sensitivity towards gender issues and environmental consciousness. Gender & Environment as a part of curriculum is included in subjects like Political Science, Philosophy, Sociology, Psychology and Geography. These issues of contemporary relevance find space in curriculum design. There is mandatory Environmental Studies Course included in Ability Enhancement Compulsory Course (AECC-2) in the Semester2 of the CBCS curriculum. Hence, the curriculum is designed by the affiliating university to address these issues of contemporary relevance. Besides adhering to the curriculum designed by the University of Calcutta, this institution also conducts various programmes, activities and event to uphold human values, professional ethics and create awareness regarding gender and environmental issues among the students. The following measures are taken by the institution towards realizing the aforementioned goals:

- Gender sensitization programmes like lectures, seminars, awareness programmes are regularly organized by the Gender Cell of the college and also at the departmental level.
- Environmental education through projects, field work and Green Audit. The premises of the institution boasts of greenery and Green Audit is conducted to make all the stakeholders aware of the richness and diversity of its flora and fauna. It is extremely essential to preserve this and the institution is actively involved in this task. Besides, students are also encouraged to participate in different programmes like seminars, quiz contests organized by other Institutions for enhancing awareness related to the environment and society.
- Students are encouraged to make sustainable choices and minimize the use of plastics in the premises of the institution.
- Human values are promoted through the activities of the NSS and NCC. The NSS and NCC unit of the college works for illuminating the young minds of the duties and responsibilities of the citizens of this country. Several NSS activities are conducted in the locality. The institution not only aims to spread awareness among the students but also among the immediate vicinity of the college.
- Students are made aware of human values everyday as the teachers, non-teaching staff members of the college strongly adhere to these values. The vision of this college is to promote humanity among the students and enable them to become responsible citizens of this country and world at large. Hence, human values and ethics are deeply connected with the vision and mission of this institution since its inception.

- Community outreach and other social welfare programmes are organized by the institution from time to time. Students actively participate in such programmes and thereby contribute in the social welfare of the region.
- Handbook of Ethics and Code of Conduct is uploaded in the College website and also enunciated by the Principal during Students' Orientation Programme in every session.

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: 95

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

Response: 7716

File Description	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: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[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: 86.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
3840	3545	3421	3902	3724

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4411	4245	4245	4245	4245

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 86.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
1702	1572	1565	1775	1725

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

2021-22	2020-21	2019-20	2018-19	2017-18
1982	1907	1907	1907	1907

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

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

Response: 172.81

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:

- The academic program of the college is enriched by laboratory experience. To engage students in a variety of practicals/experiments, learner-friendly modes, there are 13 well-equipped laboratories including computer laboratory with access to internet connectivity through the LAN and Wi-Fi.
- Most of the departments organize group discussion, Special Lecture, Faculty Exchange Programme, seminars, NSS, NCC camps to make the learning process more effective and

enjoyable.

- For subjects that require practical lessons, the laboratories are well equipped and the class routines are created such that the students can spend as much time in hands–on practical sessions (in the case of the sciences) or in learning through the use of electronic resources (in the humanities and social sciences).
- Outdoor studies and field work are also frequently conducted for students of the Geography, and other science departments.
- The Placement Cell conducts career counselling workshops which help students to know about the job opportunities and secure ranks in competitive exams, internships and jobs.
- Students are encouraged to actively participate in co-curricular and outreach activities organised by various committees of the college.
- Students are encouraged to take part in various academic and non-academic competitions/events to widen their life learning skills.
- Intra/interdepartmental, Inter/Intra college events which enhance their planning, organizational and managerial skills
- Activities such as seminars, quizzes, and projects are conducted to stimulate the critical thinking skills of the students. Participation in various cultural festivals develop acceptance of unity in diversity as also working with peer groups.

- Recognising the importance of extra skill sets, add-on courses were introduced.

- To enhance creative thinking and writing skills, students are motivated to publish departmental magazines and college annual magazine. Students are also encouraged to publish departmental wall magazines on topics from their curricula.
- Skill development program such as Yoga is organised.
- Special lecture on Intellectual Property Rights (IPR) were organised to awareness on legal rights to protect original works, inventions and patents.

Learning experiences using ICT tools

- There are 14 ICT-enabled classrooms in the college. ICT enabled classrooms are used by teaching faculty for focused and easy explanation. The teaching faculty can explain instruments, experiments in detail by showing the power point slides which helps students to get better picture/ clarity on their topics. For the purpose of ICT classes teachers use laptops, projectors and pointers. Some of the departments have computers and laptops with Internet facility for the preparation of power point presentation and study materials. Printer and scanners facilities are also provided for the use of teachers and students for academic purposes. Wi-Fi facility is available in each departments, class rooms, seminar halls and library.
- Class notes, study materials prepared by the teachers are uploaded to LMS portal in the college website, to its official android app named DCH College which can be downloaded for free from Google Play Store, college website. Class notes are also shared in WhatsApp groups.
- E-learning resources, available through INFLIBNET-NLIST (e-ShodhSindhu) are used by the faculty in effective teaching and learning process.

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: 88.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	49	49	49	41

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 89.52

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**

2021-22	2020-21	2019-20	2018-19	2017-18
43	43	39	31	32

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Dhruba Chand Halder College is affiliated to the University of Calcutta. Under the Choice-Based Credit System (CBCS) mode, evaluation process comprises of internal assessment and external assessment. On the basis of the guidelines prescribed by the affiliating university, internal assessment includes class attendance, tutorial/project and internal examination whereas external assessment consists of end semester theory and/or practical examination.

SYSTEM IN PRACTICE

- The college academic calendar contains all the dates related to examination. The examination schedules and guidelines are published in college website well in advance.
- Question papers of the internal assessments are set by the college faculty as per University guidelines.
- Question papers of the external assessments are set by the University centrally for undergraduate students of all the colleges affiliated to it studying respective course by the paper setters appointed by the university with utmost confidentiality from amongst the university and/or college faculties.
- The external examinations are conducted in examination centres, usually not in home centres, allotted by the affiliating university with its central decision.
- All the examinations for these external assessments are controlled centrally by the Controller of Examinations of the affiliating university.
- During pandemic situation, internal and external examinations have been conducted using digital platform as per affiliating university directives. In normal situation these are conducted offline.
- The faculty members evaluate the answer scripts, and the marks are uploaded to the university website through a dedicated examination service portal.

TRANSPARENCY

- In order to conduct the internal and external examinations in organized and transparent manner year after year, there is an examination committee in our college with faculties selected as members on the basis of rotation and expertise both.
- Students are informed about the programme schedule, syllabi coverage, and question patterns of the internal and external examinations sufficiently and transparently through notices in college website.
- Examination hall discipline is strictly maintained whether it is internal assessment or external assessment.
- Class attendances are recorded and students can get informed about their percentage of attendance from the HOD of respective departments.

GRIVANCE REDRESSAL

- Mistakes and scopes of improvement of the answers in the answer-scripts of internal examinations are discussed in the respective class rooms. Even after that, if any student has any query about the marks he or she has obtained in those examinations, can discuss with the concerned faculty regarding the answers in the answer-scripts till he or she is satisfied with the evaluation and marks awarded.
- Grievance redressal in case of external assessments is within the limit and scope of the modes offered by the affiliating university, which are Re-examination/Review and Cancellation of Examination (on his/her own seeking by the candidates) conducted through dedicated university portal.

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:

- Programme outcomes (POs) are the knowledge, skills and attitudes the students acquire at the end of a formal program. In total 19 undergraduate programmes, (16 honours and 3 general) in Arts, Science and Commerce streams are offered in this college – each of these being of six semesters or three years duration. Each programme comprises several courses (papers) and the course outcome (CO) of a course is what students are expected to know, and be able to do at the end of that course. The programmes, the courses in each programme and the course curriculum of each course offered in this college are within the four corners of the concerned syllabi determined by the affiliating university, University of Calcutta. Teachers of each subject formulate course outcomes of the courses covered under that subject. Then the teachers involved in each programme outline the programme outcome of that programme. All the programme outcomes and course outcomes are uploaded in the college website under the central guidance of Internal Quality Assurance Cell

(IQAC) of the college so that students can access it easily even before getting admitted to this college in that concerned programme. An idea of these programme outcomes and course outcomes are also given to the students in the orientation programmes held at the beginning of the academic year/semester. Thus students get a better understanding of the scope and possibilities of the programme concerned and approach it with a clear objective for higher studies.

- For the purpose of monitoring the course outcomes and programme outcomes, the Academic Sub-committee of our college convenes formal meetings for each semester after the internal assessment of the semester and the external assessment of the semester (i.e. the end-semester university examinations). In the meetings after internal assessments, respective HODs discuss in detail the progress of teaching-learning across their departments and in the meetings after external assessments, HODs thoroughly analyze the examination results of the students in order to find out the areas where the need of further improvement of teaching-learning are of high priority. This is equally assessed from the students' end as well, since the institution has a firmly-placed system of receiving feedback from each outgoing student i.e., of erstwhile 3rd Year under pre-CBCS 1+1+1 system or present Semester VI under six-semester CBCS system. Their feedbacks reach all concerned teachers including the Academic Sub-committee convener, the IQAC coordinator and the Principal. This feedback data has proved to be absolutely instrumental while assessing our success in attaining the course outcomes.

Link of Program Outcomes (POs) and Course Outcomes (COs) to the College website

https://www.dchcollege.org/main/co_po.php

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

The level of attainment of Program Outcomes (POs) and Course Outcomes (COs) are measured using two methods throughout the semesters of the academic year- direct method and indirect method.

In the direct method, the attainment of COs is calculated on the basis of the students' performance in the assessment prescribed by the affiliating university which, under the Choice-Based Credit System (CBCS) mode, is the summation of scores obtained in internal assessment (IA) and external assessment (EA) - where IA includes class attendance, tutorial/project and internal examination and EA consists of end semester theory and/or practical examination. For most of the courses the marks weightage of the course scores between IA and EA is 20% and 80% of the total marks of a course. Our college is a general degree college with the programmes belonging to all the three streams – science, arts and commerce. Following the university directives, the IA of programmes under commerce stream and science stream (mainly for core courses) comprise of class attendance and internal test and the IA of programmes under arts stream and science stream (mainly for DSE and AECC courses) comprise of class attendance, tutorial examination

and internal test. The EA of the programmes under commerce stream and science stream comprise of theory examination or practical examination depending upon whether the paper is theoretical or practical. In the direct method, the attainment score of a PO is the summation of the attainment scores of the COs of the courses by which the concerned programme is comprised of. A faculty assesses the performance of each of his/her students through a continuous evaluation process and records these performances as outcomes of the specified course for that student and, at the end of each semester, result analysis of each course is carried out using bar charts and histograms indicating the percentage of students falling in different categories of CGPA obtained.

In the indirect method, attainment score of a PO is calculated on the basis of feedback report obtained from the students after completion of the programme. The questionnaire in a feedback form is composed of two parts – 'feedback on the curriculum' and 'feedback on the teaching faculties', each containing 10 questions; all the questions in the feedback form have equal weightage. Blank feedback forms are circulated among the final semester passed out students. Scores from feedback responses are supplemented by scores achieved from the placement and progression, wherever available. The average indirect method score of each programme is obtained by averaging scores achieved by the students passed out from that programme.

In the direct method, the CO attainments are calculated for all the courses in a programme and summed up for courses to find out the attainment of PO. However, in the indirect method, the attainment of CO is very difficult to estimate and the attainment of POs are calculated directly and depended on solely. Total score of the attainment of a PO is the sum total of the same score obtained under under two methods.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response: 70.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
966	1376	1417	849	721

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

2021-22	2020-21	2019-20	2018-19	2017-18
1624	1407	1499	1401	1614

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](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.72

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: 6.6

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	6.6	00	00

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:

This College provides opportunities to students through experiential and participative learning. It facilitates them not only to support their regular course work but also to support them to (a) know the further scope and opportunities of their respective study fields (b) improve their communicative and interactive skill (c) impart predilection for academics and research (d) guide them to akin contemporary social and economic development (e) create social values and outlook.

Seminar, Webinars, Workshops, Special Lectures, Inter-departmental Lectures are organised to acquire and promulgate knowledge. These are beneficial for both faculties and students at large.

Under various courses, Projects are assigned to students under the supervision of departmental teachers. These projects actually help them to have better understating of the subject and prepares the ground to instil research interest in them. Students contribute writing on their research interests and activities in departmental magazines or college magazines. Similarly, to encourage group learning, group discussions are encouraged under various courses. It also helps them to improve their interactive skills.

This College encourages and facilitates educational trips and field trips. It helps them in many ways

including building better bonding with their teachers, acquiring new ideas and perspectives, improving interactive skills and developing leadership qualities.

Skill Enhancement Courses are part of their syllabus under CBCS. These courses also help them to gain insight into professional and employment-oriented opportunities. The College encourages students to pursue entrepreneurship-related activities and, for this purpose, the IQAC and Career Counselling Cell conduct several programs throughout the year. It includes activities like career fairs, conducting different skill development and add-on courses on Travel & Tourism, phenyl and sanitizer preparation, etc.

For the faculties, the knowledge gained through teaching-learning process helps them to publish books and research articles. Teachers are encouraged to participate in local, national and international conferences, seminars, workshops, and training Programs to attend/present their research papers. A Research and Publication Committee was established in 2017 with the objective of promotion of research culture among teachers and students.

Department of Chemistry organized a workshop in their laboratory for the departmental students on preparing hand sanitizer following WHO recommendation during COVID-19 pandemic . The departmental teacher and current students ran a sanitization drive by distributing prepared sanitizer and face mask between local people of nearby village "Panchgora" in collaboration with its alumni.

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: 5

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**

2021-22	2020-21	2019-20	2018-19	2017-18
03	02	00	00	00

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: 0.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	08	06	07	08

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	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

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: 1.04

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**

2021-22	2020-21	2019-20	2018-19	2017-18
07	08	15	12	11

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

This College attempts to impart a sense of social responsibility amongst its students. The objective is to create consciousness amongst students about the prevailing social ills, and environmental issues through awareness programmes and extension activities.

The two NSS Units of this College have extended support through various social works paertaining to its surrounding localities. The society at large is also benefited by these programmes. During the Amphan calamity, NSS Units of this college took initiatives to extend support to the affected people in the nearby villages and localities by providing relief materials to them. They also take initiatives to make people aware and directly participate in environmental sustainability through Plantation Programmes. These Units are also active in spreading awareness in issues like AIDs through Seminars/ Webinars. During the period of COVID-19, NSS Units of this college organized a number of lectures to sensitize students on the issues relating to pandemic and health care. NSS units of this College organises blood donation camps. It also organised Thalassemia Awareness and Test camps.

NCC Units of this College is active in spreading awareness amongst people about the issues like importance of cleanliness, water saving, safe driving, environmental sustainability through its various programmes like Swach Bharat Abhiyan, Save Water, Safe Drive Save Life, Anti Tobacco Programmes. Both NCC and NSS Units of this College have highlighted the importance of Yoga in maintaining a healthy body as well as controlling an individual's mind, body and soul. These initiatives and programmes have benefited the society at large.

Department of Chemistry organized a workshop in their laboratory for the departmental students on preparing hand sanitizer following WHO recommendation during COVID-19 pandemic. The departmental teacher and current students ran a sanitization drive by distributing prepared sanitizer and face mask among local people of nearby village "Panchgora" in collaboration with its alumni.

Seminars are also organized for sensitization on issues like Gender and women emancipation on a regular

basis. This college organizes Seminars/Webinars for delivering lectures on contemporary relevant issues too.

Bengali and Sanskrit Department of our College have adopted a nearby school in Jaynagar. They provide them help and support.

This College has provided access to local children, youth and sportsmen to use its large playground. They are also trained by coaches there. Thus, this college contributes in overall development of sports and blossoming of local talents.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response:

Kanyashree is a flagsheep programme of Governmnet of West Bengal. Under this scheme girl students studying in school and colleges receive scholarship. Given the large number of girl students of this college, this college has made extensive effort to deliver welfare to the students by facilitating them to avail the Kanyashree scholarship smoothly. This College was ranked 1st in Joynagar1 Block in 2019.

File Description	Document
Upload Additional information	[View Document](#)

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: 82

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**

2021-22	2020-21	2019-20	2018-19	2017-18
14	18	19	16	15

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 15

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

The college has four separate buildings where classes are held. Central Library is situated in one such building. The college offers 16 undergraduate programmes and 36 undergraduate courses in Science, Commerce and Arts. There are 37 classrooms out of which 6 classrooms have smart class facility and 7 classrooms have projector facilities. There are 13 laboratories. In addition to these, Physics, Chemistry and Geography departments have computer laboratories for their students. Students can download course materials and study modules from the college website. The classrooms, laboratories, seminar rooms, library and auditorium are Wi-Fi enabled. 3 seminar rooms have smart class and acoustic facilities. The college has another Wi-Fi enabled seminar hall of about 4500 square feet with acoustic facility. Each department has its own room provided with a desktop, a printer, and a small departmental library. Most of the departments are provided with a laptop. Desktops with internet facility is provided to students in the college computer lab. There is a medicinal plant garden maintained by Department of Botany. Hostel facility is provided to male students. The college office is well automated with desktops, scanners, printers, one LCD screen, Xerox machines and laptop. The humongous student centric information and the accounting system of the college is managed through a 'Smart College' software. College has 2 Green Generators (32 KVA, 64 KVA) and two Diesel Generators (16 KVA,8KVA) for uninterrupted power supply. A hydraulic lift has been installed in one of the buildings. The college has a cultural subcommittee which coordinates with the students to organise cultural activities throughout the year. The college organises Annual Cultural Competition where students from all departments participate. There is a cultural platform named 'Madhushruti' created by cultural subcommittee which forms the medium through which various cultural programmes are held. Cultural exchanges take place amongst students of the college and a primary school "Madhabpur Aboitonik Prathomik Vidyalaya". The students of both the institutions perform cultural activities together. During pandemic a digital platform called 'Samonnoy' was created and cultural activities were held through this platform digitally. Physical education teachers of the college acts as the co-ordinator of all sports activities. All the sports facilities are accessible to students throughout the year. Numerous sports activities are organised every year. On the Annual Sports Day, various competitions are held for students, teaching and non-teaching staff. Every year, students of the College achieve notable distinctions in sports and games and many are selected for national and state level tournaments. The Institution has a spacious sports ground for regular training and to hold sports events for athletics and also to organize group events like football, kho-kho, volleyball, and NCC parade. The college has a gymnasium which is well equipped. The college has been observing the International Yoga Day inside a classroom which provides an ambient environment for holding the event yoga with ease. There is a water body within the college campus where students who represent college in different aquatic competitions practice and hone their swimming skills.

File Description	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: 38.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	37	40	17	44

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:

The Central Library was partially automated with the installation of Koha LMS in 2016. In 2021, 'Koha on Cloud', version 20.11, was installed (with regular annual renewal) and the library became fully automated. The OPAC allows searching of library database by entering keywords. The OPAC link is available in the library section of the College website and students can search the library collection from anywhere at any time. Library section of the College website has been updated with considerable numbers of open learning resources like e-books, e-journals, e-databases, etc. Library also has e-books (perpetual access) on English language and literature. The central library at present subscribes to 6 e-journals of reputed houses. Library has a separate 'Journal Section'. At present 22 scholarly journals on various subjects are being subscribed and journals of previous years are kept arranged in bound volumes for future readings. The Central Library of the college at present has more than 28,500 books. Books are organized through DDC 23 classification scheme. E-resources are available through INFLIBNET-NLIST (e-ShodhSindhu). There is a separate section in the library containing reading materials on local history of

South 24 Parganas district. Library has an Annual Report of the Institution, CDs (available through books) and donated books. Library provides inter library book loan (with Sundarban Mahavidyalaya), reference services, reprographic services (on demand against a nominal charge) and book circulation through Koha LMS. Library subscribes, in physical form, two leading daily newspapers and a newspaper reading desk is provided in reading room where students can read daily newspapers. Electronic versions of leading Bengali and English newspapers are also available in the library section of the College website. Library also displays 'New Arrivals' of every subject on a regular basis. For students, new arrival lists are displayed on reading room notice board; for faculty members, lists are sent through e-mail to respective HODs. Library is wi-fi enabled and approximately one hundred students can sit and read at a time in the library reading room. Library reading room can easily be accessed by physically challenged users since the staircase also has ramp on one side. Considerable number of braille books and audio books are present in library for visually impaired students. The library has a separate enclosure with desktop computers having internet facility for use of students. Library Membership Form is uploaded in the library section of the college website for the students to get direct access to the form for the membership card. Library Orientation Programmes are organized for newly admitted semester-I students. Purified drinking water facility is available in the library building. The library is under CCTV surveillance and has fire extinguishers. Library also regularly measures footfall records of both students and faculty members physically through maintenance of registers. Library observes the following best practices: user orientation (information literacy programme), library book exhibition, and best library user award. Series of lectures are arranged every year on 'career opportunities' for semester-V students. Library takes user feedback annually from semester VI students.

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:

Internet browsing facility is available in our institution since 2009. From 2009 college had one BSNL Broadband through land line. At present, institution has high speed internet connectivity from GTPLKCBL broadband service provider. College also has an Internet Leased Line service with speed of 10 mbps from Jio Infocom Limited. Internet facility is available in all the departments through LAN. Wi-Fi facility is available in each department, seminar halls, library and in all the classrooms of the Institution. The college has a computer center named "Dhruba Chand Halder College Computer Center" with 19 terminals and a server for use of students. The student admission procedure was partially automated in 2014 and the process was fully automated in 2018 and as it stands now, application and submission of forms by applicants, processing and subsequent publication of merit list and payment of admission fees is done electronically. College website has evolved over the years and has become more informative and it uploads

all student centric information which facilitates the college-student and college-university interface. The Central Library was partially automated with the installation of Koha LMS in 2016. In 2021, 'Koha on Cloud' was installed (with regular annual renewal) and the library became fully automated. The OPAC link is available in the library section of the College website and students can search the library collection from anywhere any time. Library section of the College website has been updated with considerable number of open learning resources like e-books, e-journals, e-databases, etc. to support online teaching-learning. Internet browsing facility is available at the reading room of college Central Library. The student centric information and the accounting system of the college are managed through 'Smart College' software since 2009. The software modules are updated on a regular basis with updated features. College has a LCD screen to display notices and information related to students. The college has installed a data management system where an IBM server (owned by the college) is connected with 14 terminals through LAN network. The computers of the institution are connected with printers and scanners as required. The hardware and software of the computers are updated on a periodic basis. The computers of the college have Quick Heal Antivirus installed to protect them from malware/virus attack. These antivirus facilities are updated as and when expiration of service and necessity of renewal occurs. College has launched its own android app named "DCH College" which can be downloaded for free from Google Play Store and college staff and students can access it through unique individual ids. Through this app departments can share study materials, notices and information which benefits both students and teachers. Some classrooms of the college are smart classrooms while few others have projector facilities. Computer Science department has a software laboratory with 17 computers where students use computers for computer programming like-C, Python, HTML, PHP, Unix shell programming etc. along with internet browsing facility. Physics department has 10 computers to facilitate learning of computer programming amongst their students and for internet browsing purpose. Similarly, Geography department also has 10 computers to facilitate effective teaching-learning. The entire college campus is under 24X7 CCTV camera surveillance for safety and security.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2 Student – Computer ratio (Data for the latest completed academic year)

Response: 89.25

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 91

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[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: 61.57

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
49.5836829	46.2846858	83.8368672	83.18231	70.3893275

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](#)

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: 80.72

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**

2021-22	2020-21	2019-20	2018-19	2017-18
7542	7188	7002	5798	3302

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: B. 3 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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 3.4

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**

2021-22	2020-21	2019-20	2018-19	2017-18
586	510	67	72	65

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 8.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
128	182	70	30	33

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

2021-22	2020-21	2019-20	2018-19	2017-18
966	1376	1417	849	721

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: 0.2

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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
05	0	02	03	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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 138

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*

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	33	56	34

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 18.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	12	22	21	20

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:

'SARASWAT', the Alumni Association of our college, has very recently been registered under The West Bengal Societies Registration Act, 1961 (Regn. No. S0034559, dated; 17/03/2023). Since the Alumni Association was awaiting registration, provision for collection of funds had not yet been initiated and the college was unable to get financial support from alumni for different developmental activities. However some departments of the college like Bengali, Geography, Political Science, English and Zoology organized Departmental Alumni activities in their individual capacities. Departmental alumni guide present students to cope with the curriculum and encourage them for enrolment in higher studies. It may be mentioned that many of our Alumni are presently employed as permanent teaching and non-teaching staff of our college and are supporting directly in the development of our college. Alumni teachers and non-teaching staff members are always careful about students' convenience in teaching- learning system. They forward some specific proposal for better curricular and co-curricular environment which, in turn get implemented. In addition to this, there are many ex- students who guide our students informally in the field of academics as well as career counseling and extracurricular activities. Though there was no registered Association for alumni of the college till a few days back, they participate and support in all institutional affairs intended towards development of the institution. Alumni of the institution are serving the society, at large, through their engagement in both government and non- government organizations. Since the Alumni Association has been registered, we will initiate the process of fund collection for financial support to make our institution progress further.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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:

The vision of the institution is to generate the Real Men and Women and the mission is to educate the citizens and would-be citizen-leaders for our society through our commitment to the transformative power of education in the streams of arts, science and commerces. The dream of the founder was to educate the local people having significant socio-economic stress. That journey is still continuing through providing the facility of education to a huge number of students i.e. in the last five years at an average 3500 new students get admitted every year. Inclusiveness is reflected in this system, at an average of 45% students come from SC category and 24% of OBC category. The Institution generated University toppers (e.g. History, Geography) in the last 5 years reflects the quality of education. Hundreds of students received different Government Scholarship through the college to encourage and facilitate financially backward students to continue their education, mirrored the social responsibility of the institution. Career counselling unit of the college arranges different programs to provide job opportunities to the final year students. Training and events on cultural activities by cultural committee supports the students to escalate their self esteem and add value to their social life. Students are given facilities to practice sports and athletics and their achievement is evident by their championship at University level.

Further, the college is prepared to adopt NEP due to having strong backbone on these aspects such as running Multidisciplinary/interdisciplinary courses, readiness to adopt Academic bank of credits (ABC), designed add-on courses for skill development of students, effort to appropriately integrate Indian knowledge system, focussing on outcome based education (OBE), distance/online education.

Facility on accommodation for the far away male students was provided by the college at a nominal charge through Baruni Devi Chhatrabas. Up-gradation and renovation of the hostel building during the last five years for accommodation of 120 students along with a hostel library is indicative of Socio-economic responsibility and gradual progress of the institution.

All these achievements are obtained by the active participatory management of Governing body, The Principal, IQAC, student representatives and different committee alongwith proper fund mobilization.

Case study: Participative management in construction of the Hostel building:

The superintendant of the Baruni Chatrabas, (our Boys' hostel), reported to the members of the sub-committee that the hostel building is in a dilapidated state and immediate renovation of this building is necessary for the safety of the boarders. In the hostel sub-committee meeting dated 05.02.2017 (Resolution no. 2) it was resolved that there is an urgent need of construction of a new hostel building to replace the previous one. It was further resolved that the matter is to be forwarded to the building sub-committee and the GB for appropriate action.

On the basis of the above resolution a series of meeting of hostel sub-committee, Finance sub-committee, college authority with District Engineer of Zila Parishad, South 24-Parganas, West Bengal and of General Body takes till 17.12.2019 (GB resolution number 12).

In the GB meeting dated 17.12.2019 (Resolution no. 12) the Principal reported that the South 24-Parganas Zilla Parishad has undertaken the construction of the hostel building where the tendered amount for this work was Rs. 1,11,23,627.00 and thereafter in the meeting of the building sub-committee dated 03.04.2020 (Resolution no. 1) the Principal reported the same.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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:

- Policies regarding (i) capacity building (ii) financial support to faculties (iii) e-governance (iv) ethics, code and conduct (v) disabled friendly campus (vi) green campus and (vii) alternate energy and energy conservation (ix) feedack collection process has been taken.
- At the beginning of every academic year, sub-committees like Academic, Admission, Routine, Laboratory frame the strategic plan for smooth running of the session as shown in the organogram.
- Curriculum planning and implementation is done by each department according to their infrastructural and faculty facilities.
- New General courses were offered in Sociology and Psychology in the year of 2017.
- New student orientation programme by the Principal is mandatory on the first day of each session.
- Regular academic activities, Library orientation, Freshers' welcome, educational tour, cultural programme, special lectures, publication of departmental magazines, sports , farewell , reunion etc are the common events during the session governed by the departments and/or concern committee as per needed.
- Introduction of Certificate and Add-On courses to equip the students with new skills and to prepare them for job-orientated market.
- Academic Collaboration with national institutions. Inviting renowned scholars from different parts of India and abroad for giving extension lectures to the students and faculty of the college.
- Training students towards progression to higher education and placement.
- Switching over to the blended mode of teaching and learning for future.
- Maintenance of the globally accessible digital library N-List, already available in the college through UGC grant, in the coming years.
- Digital version of important text books is available in the college library.
- Being a state aided institution the appointments and service rules of all employees are determined

by the Government of West Bengal.

Case study: Development process of Admission procedure in Honours and General course:

The *intake capacity* in Honours and General undergraduate course of different streams are tabulated below.

Stream	B.A.	B.Sc.	B.Com.
HONOURS COURSE	905	270	160
GENERAL COURSE	2850	126	100

Total intake capacity of the college is **4411** in 1st Semester. It is in general, a herculean task for the college authority to administer the admission process. For the smooth functioning of the process, the Principal of the college forms an admission sub-committee in a Teachers' Council meeting, after discussions with the teaching community. He then appoints members from amongst the non-teaching staff, to the Admission Committee. Meetings are convened for the processing of the admission in a constructive and transparent manner. First of all, a flyer is created, mentioning the date for commencement of filling of online admission form, mentioning the number of intake capacity of students. After the completion of submission of documents and fee receipt by applicants, the admission committee members, with the help of the whole teaching community, verifies the submitted documents. After the verification process, the first merit list and subsequent merit lists are published on the website. Students take admission in the college, showing their original documents on the said date published in the college website, to the office staff.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for 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: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[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 welfare measures taken by Dhruba Chand Halder College for its teaching and non-teaching staff are based on the participation in various government welfare schemes and the implementations of government orders.

These welfare measures are:

i) Participation in West Bengal Health Scheme for Grant-in-College & University Teachers

ii) Group Savings Linked Insurance Scheme (GSLIS)

iii) Festival grants to a section of the non-teaching staff

iv) Release of Recovery Based Advance of Festival Bonus on the basis of government order.

Teacher's Self Appraisal

The College requires that the teachers furnish a daywise and monthwise Annual Performance Appraisal Report (APAR). Further IQAC prepare a appraisal process for teachers for every year based on three parameters. 1. teaching, learning and evaluation related activities, 2. cocurricular, extension and professional development related activities and 3. research and academic contributions. This activity helps to track the involvement of the teacher in both academic and administrative activities. Through these documents, a teacher can showcase his/her continuous professional development (paper presentations, publications, seminars and conferences attended) etc.

The Principal of the College approve the reports submitted by the faculty for further advancement of the faculty through Career Advancement Scheme. If there is a scope for improvement on the part of the teacher, they are advised to upgrade themselves.

Appraisal for Non-Teaching Staff

Daily attendance records are taken in the attendance register. Regular duties of the permanent staffs are assigned as per their posts and ad-hoc employees were assigned their duties by the head clerk of the office. The performances were monitored by the Principal as and when required.

Further for Laboratory based subjects, jobs are allotted to the laboratory attendants at the beginning of the season and the whole process is monitored by the head of the department and other faculty members of the department.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 6.67

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**

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s 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: 11.11

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**

2021-22	2020-21	2019-20	2018-19	2017-18
20	12	4	4	5

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	39	39	39	39

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](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[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:

Mobilization of funds by an institution is essential to its progress and development. It is a process, which looks into all kinds of resources available and tries to make the best use of these, in any field that is of importance to the college. In real terms, it means expansion of relations with the Resource providers, the skills, knowledge and capacity for proper use of resources. It is not always dependent on the external

financial grants, but it is also extended to the fields of knowledge and other grants in kind.

The main steps in the resource-mobilization strategy are:

- Submitting proposals to a typical donor agency UGC/University.
- Approaching the local MLA for financial aid.
- Collecting books, gifts of books as resources in kind from donors.
- Miscellaneous Income out of selling scrap of news papers, magazines, selling fish of the college pond and coconuts from the trees inside the college campus.
- Funds are also generated from the two Distance Education Centres in the college: Netaji Subhash Open University and Rabindra Bharati University.

Since we are a college aided by the Government of West Bengal, its Audit Department sends their appointed Government Auditor annually, for the external financial audit. The Budget of the institution is prepared annually and presented to the Principal.

Communication and Follow up of Audit Objections –

- As and when the External Auditor observes /detects a mistake while auditing the records, he informs the Accountant, the Principal and the Bursar of the College.

Objections /queries.

- The auditor specifies the control issues i.e. he comments on points where the controls are required.
- On receiving information of audit objections / queries, immediate actions are initiated to avoid repetition of the objection. The follow up action is taken then.

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:

During the last 5 years, the main focus of the IQAC was to bring out the dormant brilliance implanted in our students. Most of them come from the rural area with economically and socially challenging situation where they got very little opportunity to flourish their intelligence. The challenge is to grow the institution in terms of development of these downtrodden students, facilitate the growth of faculties and non-teaching staff members, enhancing academic and administrative capacity keeping an eye on huge number of admitted students and a holistic approach to reach a destination of potential of excellence.

The achievements of IQAC in 2017-22 academic sessions are listed below:

Development of capital infrastructure

- Two new classrooms built in last 5 years with capacity of accommodating 300 students
- No. of Smart class facility: 6
- No. of Classroom having projector facility: 7
- No. of Laboratories: 13
- Computer Laboratories: Dept. of Physics (14 computers), Dept. of Chemistry (6 computers), Dept. of Geography (10 computers) and Dept. of Computer Sc. (18 computers), Computer Centre (10 computers), Language Laboratory (10 computers)
- No. of Seminar halls with acoustics facility: 3
- Auditorium (4500 sq ft) with acoustics facility: 1
- Green Generators: 32 KVA ,64 KVA (1)
- CCTV cameras: 24
- Drinking water cooler: 3
- Water Purifier: 9
- Air Conditioner: 16
- Ramp for Physically disabled persons: 2
- Lift: 1

Development of academic infrastructure

- Two new courses introduced in last 5 years; B.A. General in Sociology and B.A. General in Psychology
- Internet Access points: All Departments, Library and Office, Dhruba Chand Halder College Computer Center
- Installation of OPAC-Koha on Cloud in 2021 so that Students can search the library collection from anywhere at any time
- Fully software based admission effective from 2018.
- Enhancing ICT resources
- Procuring e-books in library for the departments in the need of pandemic period.
- Arrangement of orientation program for the fresh admitted students regularly.
- Developing learning management system from where students can read and download their class notes which was also a requirement for running academic activity during pandemic.
- Arranging 25 cultural programs in online and offline mode.
- Offering 40 value added courses through various departments.
- Offering 31 project/work/field work/ internship courses through various departments
- Offering 17 courses for capacity building and skill enhancement of students.
- Conducting 16 programs activity to offer guidance for competitive examinations.
- Collaborative initiative officially collaborating with 2 institutes, signing MOU with 10 institutes, organized faculty exchange with 3 institutes.
- Organized 12 events and 5 workshops in different aspects of academic and administrative purposes.
- Organized 12 online and offline seminars with different departments of the college.
- Collected and analyzed feedback successfully from students, guardians, faculties, alumni and non-teaching staffs to further improvement in different aspects.
- For the development of the faculties policy on financial support has been taken and 14 faculties

were given support as travelling allowance for library work, registration fees of attending FDPs.
- IQAC motivated young teachers to join in various FDPs and 45 faculties completed these programs from various HRDCs of the country.
- IQAC arranged teachers' appraisal system in three categories as mentioned the career advancement scheme.

Participation of students and faculties in social activities

- NSS and NCC organized 93 and 39 different events in this period respectively.
- Students bagged 125 gold/silver/bronze medals in various inter-colleges sports competition with the constant inspiration of IQAC.
- Bangali and Sanskrit Department adopted a nearby school in Jaynagar to provide them help and support.
- Department of Chemistry prepared and distributed hand sanitizer and face mask among local people of nearby village "Panchgora" in collaboration with its alumni.

File Description	Document
Upload Additional information	[View 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](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[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:

GENDER EQUITY

Introduction: At DCH College, the need for maintaining women's safety and security, keeping the ambience free from all encumbrances, is a priority.

At the commencement of every academic session, an Orientation Programme is organized for students, enumerating the role of the Gender Sensitization Sub-Committee, the Anti-ragging Sub-Committee and the Internal Complaints Committee.

Ordinance XV-D- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (Ministry of Law and Justice) has been prominently displayed on the College website.

The GSSC organizes at least two meaningful programmes every year, on relevant gender issues.

Measures initiated for promotion of gender equity:

In the field of education, DCH College upholds the idea of gender equity, by ensuring that all students, irrespective of gender, have equal access to learning, ensuring the flow of a positive vibe.

The processes are:

- Equal opportunities in learning and career opportunities.
- Organizing seminars and awareness sessions for all.
- Encouraging students to talk about their problems to their friends and teachers.
- Ensuring a secure environment.

Awareness programmes include:

- Gender discrimination at home and society.

- Women trafficking.
- Gender issues in the workplace.
- The power of girls to combat discrimination at any level.

Schemes to foster gender equity:

- Inviting eminent personalities from different fields as Resource Persons in seminars, speaking on varied issues relating to the position and development of women, their cultural and social ethos,

psychology.
- Collaborating with the local police station to check women trafficking.
- Sanitary Pad Vending Machine in the Girls' common room.
- CCTV cameras in several areas.
- Securing WB Government Scholarship KANYASHRI, exclusively for girl students.
- Thalassemia tests.
- Girls' common room, rest room facilities.
- Courses on physical fitness and self-defence.

Activities of the GSSC:

Session	Date of Event	Event
2017-18	21.08.2017	Awareness Programme on Trafficking by Swayansid
2017-18	27.11.2017	Seminar on Gender.
2018-19	6.9.2018	Gender Equality: Vision or
2018-19	8.3.2019	New Woman: Opportunitie Challenges.
2019-20	2.11.19	Poster Competition on Wo Position in Contemporary
2019-20	2.12.19	Academic Discussion on W Writing.
2019-20	13.03.2020	Awareness Programme on W Trafficking in South 24 Par
2020-21	27.08.2020	State Level Webinar titled "A man Like Themselves: M Wollstonecraft and Femi Foremothers" with IQAC Department of English
2020-21	30.06.2021	Interactive Session with girl stu tell-all programme ' Amader (Our Story).
2021-22	08.03.2022	Celebration of Women's Da Poetry Reading Session

SPECIAL FACILITIES FOR WOMEN

- Safety and security are of utmost concern for the authorities and steps are taken to ensure that no untoward incident takes place in the campus.
- Separate common rooms are provided for the girl students and the teaching, non-teaching lady staff, so that they can rest adequately when they desire.

- CCTV cameras have been installed at the main gates and in the most sensitive areas. Entry into College is permitted on producing valid identity cards.
- Separate toilets are available for male staff and male visitors.
- Counselling is an integral part of the College.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[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: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

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:

7.1.4 Institutional Inclusivity:

Response :

DCH College is a second home to students from diverse sections, communities and localities.An all-inclusive education is provided here to integrate them into the larger fabric of society. We aim to inculcate a spirit of tolerance and harmony.

- To promote inclusivity, the College offers fee concessions and secures scholarships for economically marginalized students, specially girl-students.
- To promote inter-cultural awareness, NSS and NCC commemorate special occasions by reaching out to the locality.
- Courses are also offered in languages like Esperanto, English, Sanskrit.

We believe that promoting religious harmony is very important to maintain peace in our diverse society in accordance with the principle of secularism as enshrined in the Preamble of the Constitution. All religions are treated with respect so that students learn the value of religious tolerance and harmony.

Celebration and Observance of Festivals and Commemorative Days to foster the spirit of oneness, include :

- Observance of Independence Day and Republic Day.
- College Foundation Day on 23rd August.
- Commemorating Rabindranath Tagore's birth anniversary.
- Cultural competitions and Annual Programme for students.

- National festivals like Durga Puja, Diwali, Eid, Christmas.
- Regional festivals, 'Arandhan', 'Poush Shankranti'.

- The United Nations has designated June 5, as the World Environment Day and the Department of Environmental Studies hosted different events for students and staff on this occasion raising awareness about important environmental issues.
- Awareness days, like, the World Environment Day, International Women's and Language Days, Yoga Day, Aids Awareness Day, National Science Day Anti-Smoking Day, Science Day.

We also take positive steps to inculcate values amongst the students and staff, encouraging them to participate in all activities to strengthen unity and nationalism, to instill the ideas of truth, non-violence, equality and democracy.

- Inter-departmental lectures by the faculties from the Department of Political Science, on sections from the Indian Constitution.
- Participation in the Traffic Safety Week programme.
- Sending student-volunteers to the Gangasagar Mela.
- Participation in Mock-Parliament programmes.
- To promote Swacch Bharat Abhiyan, the NCC and NSS organize various Swach Bharat Abhijaan-s regularly.
- "Bon-Mahotsav", an annual tree-plantation programme in and outside the college-campus.
- The Department of Geography organises educational walks to historical sites, sensitizing the students to the need to protect our rich cultural heritage.
- Regular talks by experts and interactive sessions on Women Trafficking and its Prevention are organized by the Gender Sensitization Cell of the college, in collaboration with the Joynagar police Station.

The college has framed policies reflecting core values, posting the Code of conduct on the college-website.

Knowledge of ethics and morals is seminal for understanding one's responsibilities and obligations. All departments sensitize students towards making society a better place. The Departments of Bengali, Sanskrit, English organized different programmes for a few free-primary- school-students in the locality.

After the onslaught of super-cyclone AMPHAN, our students and faculties formed a group, Chatrobandhu, to reach out to the distressed people.

During the pandemic, our faculties used the digital platform to remain in touch with the students constantly, to raise consciousness about the COVID protocol and to prevent depression and alienation.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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:

BEST PRACTICE 1

1. Title of the Practice: "**DUARE SHIKSHA" (BRINGING EDUCATION AT THE DOOR STEP)**

2. Objective of the Practice: Because of the pandemic and subsequent lock-down, the institution had been declared closed for almost two years. Consequestly, teaching-learning was affected. Hence, the need for finding solutions to these was felt by both the teaching and learning communities.

3. The Context: The foremost challenge was to make the faculties technology-savvy. Once they became confident and well-practised, were they able to deliver effectively. Creating Whats App groups, bringing students under the different umbrellas and acquainting them with the modern techniques of teaching-learning were also some of the issues that needed to be addressed.

4. The Practice: During the lock down, the biggest challenge was how to use modern technology for the benefit of the students and teachers. The extensive use of ICTs provided students with facilities to continue learning from their home. Full-fledged virtual classes were conducted through Google Meet and Zoom and Skype. Many departments uploaded relevant study materials on the website and posted recorded readings or study materials in their respective Whats App groups. Science faculties conducted on-line practical classes. Moreover, a series of webinars was organized by different departments attended by participants from other institutions as well. The range of activities was extended to include on-line sports, cultural activities, and various other programmes. This, of course, couldn't be made 100% problem-free. The students mostly residing in the interior villages, found it difficult to access a steady network. Poor electricity in many of the areas often prevented them from attending on-line classes. Moreover, with an average of 3 to 4 classes everyday (3-4 hours), their mobile data would get exhausted in no time, and re-charging was a great problem. Many of them could not afford to re-charge their mobile data because of financial crisis. Many of the students did not have mobile phones either.

5. Evidence of Success: After a month of on-line classes, it was observed that the Honours students were interested and enthusiastic while attending classes. Moreover, the faculties realized that they were being able to deliver meaningful lectures without any disturbances. As a result, the prescribed syllabi could be completed well within time, and students got the opportunity to interact better.

6. Problems Encountered and Resources Required:

1. Interrupted electric power supply in the rural villages of South 24 Parganas.

2. Lack of mobile re-charging facility.
3. Quick exhaustion of mobile data.
4. The inability to buy smart phones.
5. Poor connectivity.

BEST PRACTICE 2

1. Title of the Practice: NATURE CONSERVATION AND SUSTAINABLE DEVELOPMENT.

2. Objective of the Practice: Mother Nature has been denigrated over the years by humans; many of the natural resources are on the verge of exhaustion and many living species are on the way to extinction. It is the responsibility of the humans to try and stop further denigration, for the sake and welfare of our future generations. Many measures have been taken by us to conserve Mother Nature and devise ways of sustainable development.

3. The Context: Being a part of the Sundarban delta our college is prone to regular storms and cyclones. In the recent past, the campus was hit by super-cyclone AMPHAN and YAAS, resulting in destruction of greenery. Moreover, our students hailing from this area face the problem of depletion of fresh ground water reserve. Huge areas under the Joynagar block in South 24 Parganas, regularly report about this crisis. So students of this institution have been guided to use the natural resources as economically as possible and conserve these in their limited capacity.

4. The Practice: Our students have been initiated to this process of conserving rain water in their respective localities by digging small ditches or ponds in their house premises or agriculture fields. These can also double up as fish breeding areas, helping them earn their daily bread, by selling of these fish. It can also augment the daily diet of their family members when taken as food items. Many of them have started this activity in their respective homes. Thus these students regularly replenish the lost nutrients of Mother Nature by planting more trees, observing the types and behavior of animals around them and photographing them for display in the college. Students also participate in rallies, poster and essay competitions related to Wildlife Awareness and Nature conservation. Guided by the National Institute of Disaster Management, the student-body at this college have started making resilient embankments to prevent the washing away of embankments witnessed by them. Besides this, the students of this institution help preserve Nature by gathering leaves falling off the trees in the campus and using these to produce composts for the soil. Since much emphasis is laid on the manufacture and use of indigenous products at present, our students have started manufacturing 'gulal' from plants and leaves.

5. Problems Encountered: Since the students hail mostly from the nearby villages, they take many of the natural elements as granted. Hence, it is difficult to raise their consciousness about the dangers of over-using these resources. Again, many of them have aspirations that soar high, and apparently, were not interested to use the pond or sell fish to earn their livelihood. Making them realize the truth and the reality around them, was indeed , a challenge to the faculty members. Moreover, many of them did not have access to any water-body which could be used for the purpose. For them, this practice was just a theoretical advice.

6. Evidence of success: Initially reluctant but later the student community, here, developed an

understanding of the science of Nature. Many of them have put this idea to practice, working to prevent the washing away of embankments, preserving natural water, breeding fish and selling them to earn money. They have also been successfully manufacturing 'gulal' for use on the day of Holi. This saves them from any untoward dermatological infections, giving them immense satisfaction in doing something themselves.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

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:

Institutional Distinctiveness :

The locational advantage of this college and its proximity to the railway station have made Dhruba Chand Halder College, an easy-to-accesscentre for higher education. Being a part of the hinterland of the Sunderban belt, students from far and wide come here for higher studies. Most of our students are from the rural areas, whose habits, life-style and philosophy of life reflect the pattern of life in the villages of South 24 Parganas. Having the priviledge of studying in schools with playgrounds, usually, they get the opportunity to play outdoor games regularly in schools, braving the heat of summer and torrential rains in the monsoon. Thus a spirit of sportsmanship gets nurtured in them, right from their childhood.

Observing and realizing this, this institution has committed itself to the promotion of games and sports in the college, where interested students, both girls and boys, are provided with a platform where they can get proper and scientific training to excel as sportsmen/sportswomen. The vast open playground in the college campus provides ample space for practising games like football, cricket, kho-kho, kabaddi and a host of other games. Cricket, football and badminton are played extensively as outdoor games. The annual sports events for students, faculties and non-teaching staff not only draw huge crowds and appreciation, but also encourage and motivate the students to work hard and gain success in their respective fields. The playground never wears a desolate look, except during torrential rains. As a means of providing support to these talented groups of young women and men, the College offers them concessions in college fees, and, in many cases, waives off the entire amount.

The Department of Physical Education in our college is the only one of its kind, in this part of South 24 Parganas, to offer a full-fledged course in Physical Education as a subject of study, approved by Calcutta University. At present, this course falls under the general course of study, but, the students' growing interest and the enthusiasm of the faculties have prompted our Principal to apply for an Hons. Course in Physical Education. The demand for this subject is so high that applicants have to go through tests involving stamina and skill, before they are selected to take up this subject.

To encourage students of Physical Education, dresses and uniforms are given to them free of cost, by the

College, so that their financial burden is lessened to a great deal. The College authorities also offer stipends and concessions to some of the needy students who fare extremely well in various games, but do not have the financial means to support themselves. (Stipends and fee concessions)

Every year, the college organizes a number of teams/groups of students for participation in different fields, training them regularly for matches and competitions, under the expert guidance of competent coaches. These students participate in different competitions, both inside and outside the college. Some of them play State Level Matches in different fields, whereas, some compete in National Level games. Winning District level prizes is not uncommon amongst the students of our institution. Football and Kho-Kho are particularly strong domains for our students.(Data to be incorporated)

The College also runs a multi-gym where girls and boys are trained in body-building and physical fitness. For the upgradation of this Gym, concerned bodies have been approached by the Principal, who, along with other faculties, is aways actively involved in improving the standard of sports and games in the college.

In addition, the1-Bengal Battalion Unit of NCC in our college, comprising boys and girls, has been running successfully for the last decade, making them equipped to face the larger challenges of life. Many of our cadets are absorbed by the Central Forces and other Security units set up by the Central and State governments. Our students of the Physical Education department also find their place in the police force.

One of the principles of this institution is to render meaningful services to society at large, in as many ways as possible. Keeping this in mind, we have been allowing local schools and sports clubs to use our playground for their annual meets and other occasions. Besides this, the play-ground is used as a training centre for regular training of budding sportsmen from the locality.

The playground is also used by local inhabitants for regular morning and evening walks, in keeping with the principle of sharing resources.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The aesthetic sense displayed by Dhruba Chand Halder College is noticeable to all and sundry. The vast expanse of land with its crafted gardens and buildings have created a pleasant ambience, appearing as a feast to the eyes.

In addition to the common trees usually found elsewhere, this institution can boast of an enviable collection of exotic trees and plants. Some of these are rare, while some are uncommon. The administration takes all efforts to procure saplings and plants from the Forest Department of West Bengal, to be planted in the campus. The garden adjacent to the playground is maintained well and the garden in the hostel is taken care of, by the hostelites and the hostel-keeper.

Keeping in mind, the depleting water level in the country, this institution tries to minimize the wastage of water and beautifying the campus at the same time, by creating a fountain in the garden. Moreover, the base portion of this fountain is made into an aquarium which acts a means of recycling water as well as enhancing beauty.

Recently, measures for rain water harvesting have been taken in the campus for an optimum utilization of water resources and creating provisions for its regular use.

The bio-diverse resources in the campus attract birds and insects, to the delight of all visiting the campus.

Concluding Remarks :

DHRUBA CHAND HALDER COLLEGE at Dakshin Barasat, in the district of South 24 Parganas in West Bengal, weaves a rich tapestry of diversities in the college fabric. The strengths of this institution are manifold; weaknesses are visible in a number of fields; opportunities exist in the area of overall development; challenges have remained, to be taken up by the stake-holders. Yet, this institution attracts a huge number of students from far and near, bringing vibrancy and life to the campus.

Other than teaching learning, this college can boast of an extensively designed section of co-curricular and extra-curricular activities, along with outreach programmes meant for serving society in a small way. The faculty members here act as real guardians to students, appreciating, resolving problems, counselling and pointing out the mistakes of students, as and where necessary.

This student-centric college, looking after the students' interest, leaves no stone unturned, to procure scholarships for them, from all available sources. This is mainly to ensure that no desiring, interested, eager, needy student is compelled to give up studies in any way.

Many of the students of this college are talented sportsmen and women, playing at different levels, bringing glory to their alma mater. The authorities are extremely supportive in this regard, encouraging them to fulfill their dreams.

Our students are our crowning glory. Many of them have fared extremely well in their fields of education; many of them have been employed in different public and private sector organizations; many have successfully started their own business.

On the broad spectrum, this college has been catering to the educational needs of a huge section of students from all strata of society. Not only this, the faculties and non-teaching staff here work together to mould innocent and pristine souls to practical, sensitive and real men and women. The college has, so far, withstood the test of time, and the stake-holders here stand confident that it will go a long way in making itself an esteemed college in the district.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)* 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** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>44</td><td>44</td><td>39</td><td>32</td><td>33</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>43</td><td>43</td><td>39</td><td>31</td><td>32</td></tr></table> Remark : DVV has made changes as per the report shared by HEI
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.* 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** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>20</td><td>20</td><td>19</td><td>18</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>14</td><td>18</td><td>19</td><td>16</td><td>15</td></tr></table> Remark : DVV has made changes as per the report shared by HEI
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.* Answer before DVV Verification : Answer After DVV Verification :15 Remark : DVV has made changes as per the report shared by HEI

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* Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made changes as per the report shared by HEI
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)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>24</td><td>14</td><td>25</td><td>29</td><td>31</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>19</td><td>12</td><td>22</td><td>21</td><td>20</td></tr></table> Remark : DVV has made changes as per the report shared by HEI
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* 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** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>20</td><td>12</td><td>4</td><td>4</td><td>5</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>20</td><td>12</td><td>4</td><td>4</td><td>5</td></tr></table> 6.3.3.2. **Number of non-teaching staff year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	39	39	39	39

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>48</td><td>48</td><td>44</td><td>37</td><td>38</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>47</td><td>47</td><td>43</td><td>36</td><td>37</td></tr></table>