



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE)

SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE), 412/1, GRAND TRUNK
ROAD (SOUTH), POST OFFICE - SHIBPUR, DISTRICT - HOWRAH

711102

www.sdbic.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(REVISED)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shibpur Dinobundhoo Institution (College) is one of the pioneer institutions embracing a vast hinterland of urban and semi-urban areas of Howrah district. Established in 1948, the college has gradually consolidated its position as one of the leading institutions of the district, imparting undergraduate learning in diverse areas of Humanities, Social Sciences, Bio and Pure Sciences and Commerce. The college is affiliated to the University of Calcutta and accredited by NAAC (National Assessment And Accreditation Council) up to 2nd cycle with the “grade B”. From the academic session 2009-2010, the college is proud to have introduced Post Graduate Course in Commerce (M.Com) offered by the University of Calcutta. From 2016-17, P.G. Course (Distance) in Chemistry under Vidyasagar University has been introduced.

The college has grown over the decades, introducing several new courses in keeping with the need of the students who seek admission to it. Courses in Computer Science, Hindi, Botany, Sociology and Zoology are much in demand among students. In 2016-17 the college received Rs. 1.5 cr from RUSA which it has successfully utilized to improve infrastructure and acquire resources for the improvement of academic affairs. Teaching learning methods too have changed over time and now ICT is used for lectures in many classrooms.

The college has also adopted e-governance in admission, financial transactions, examination and other important areas. In order to maintain a healthy environment the institution has introduced an anti-ragging cell and an Internal Complaints Committee. These help in addressing the diverse needs of students and maintain gender equity as well.

Vision

Equity, Excellence and Expansion in the field of Higher Education is the motto of Shibpur Dinobundhoo Institution (College) which strives to attain its academic goals with these core values. The vision of the college is to grow as an educational institution of reckoning among the specific demographic profile of which it is a part. It has always remained relevant among the students who seek admission here.

The College is predominantly focused to provide education to the learners of the economically and socially backward community and to dispel the distresses of the learners of the remote villages of remote areas in receiving college education. In trying to make education accessible to the students who have limited privileges the college always promotes values of sincerity, discipline and dedication among its learners.

Mission

The mission of the college may be summarized as

- ♦ To make quality the defining element of education combining self and external quality evaluation.
- ♦ To stimulate academic environment for promotion of quality of teaching-learning process in the college.

- ♦ To encourage self evaluation, accountability, autonomy and innovations for all round development.
- ♦ To interact and collaborate with the different stake holders for quality sustenance and enhancement.
- ♦ To maintain transparency in all aspects of the college through good governance.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The biggest strength of the institution lies in the steady demand among students of the neighborhood for quality education which the college has provided since its inception in 1948. This demand is nurtured by the dedicated faculty members and the Principal who understand the need of the students. The office also gives ample support to the academic functions of the college.

Institutional Weakness

The biggest weakness of the institution is its lack of opportunity for growth. It has no space to increase its classrooms, laboratories, library and student amenities. being an old campus, it cannot expand either vertically or horizontally.

The proximity to the Vidyasagar setu poses a continuous threat to the structural health of the building. Vibration caused by continuous movement of vehicles is a serious problem to the building.

Institutional Opportunity

Within limited scope the growth opportunities are not to be ignored. The college can start honours courses in many programmes such as Zoology, Hindi and Urdu in which already general courses are being offered. A large number of students are ready to pursue Honours degree in these courses.

Also, the college can enhance its role in the society by collaborating with other academic bodies, institutes, training centres and NGOs who can equip the students with skill that they need to make them employable.

Institutional Challenge

The following challenges are noted:

- ♦ Lack of space
- ♦ Acquisition of the college premises for long duration during elections thereby resulting in the loss of teaching days
- ♦ Use of the classrooms for University examination centre leads to loss of class hours.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has an Academic Sub-Committee to look into the academic matters. The Sub-Committee recommends each and every department to hold regular departmental meetings to devise means for the effective implementation of the curriculum. The Routine Sub-Committee tries to maximize the number of classes for each Honours and General course within the constraint of the number of available classrooms. Every department has been recommended to organize the syllabus into modules with a time-frame for effective implementation. Mid-Term Tests and Selection Tests are held to evaluate students' performance. Departments are advised to structure an Academic Plan/Calendar at the beginning of the session for effective implementation of the curriculum. The self-financed P.G. programme has an expert committee constituted by the authority to supervise and control academic matters.

The institution maintains regular liaison with the affiliating university (University of Calcutta) regarding publication and up gradation of syllabi, encourages faculty members to attend syllabus committee meetings organized by the affiliating university for feedback and recommendations. Internal initiatives taken by the institution include providing teaching and infrastructural support, conducting performance-related evaluation, encouraging the inclusion of extra-curricular activities by departments to make the curriculum student-friendly and effective.

The institution regularly interacts with the University for conducting the U.G. final examinations in B.A./B.Sc./B.Com held by the university annually. Several faculty members of the institution are involved in the University examination process (operation of the curriculum) as question paper-setters, moderators, examiners and Head examiners/coordinators. The institution also lends space, faculty and staff to host University examinations, zonal centres for evaluation and scrutiny of answer scripts.

Senior faculty members are members of the board of studies in the affiliating university where they attend meetings and contribute in syllabi designing, examination process and setting standards for evaluation and assessment.

Teaching-learning and Evaluation

The college ensures publicity in the admission process by notification hosted on college website www.sdbic.ac.in to provide ready and relevant information to potential applicants regarding admission. Downloading of admission forms, eligibility criteria, intake capacity, rules and regulations, fee structure, courses offered, all admission related information, merit list of candidates, etc. are displayed on the website from time to time.

The prospectus is made available to the students. All relevant information regarding the admission procedure, infrastructure, fee and scholarships, various activities of the college like excursion conducted by the concerned departments, NCC, NSS and college sports, achievement of the students in academics and sports and other activities are conveyed through the prospectus.

- ♦ The admission policy of the institution and its student profiles demonstrate/reflect the

national commitment to diversity and inclusion by adopting the following strategies to increase/improve access for following categories of students:

a) Students from disadvantaged community – SC/ST/OBC: Seats are reserved for SC,

ST and OBC candidates according to norms laid down in notifications made by the University of Calcutta and West Bengal Govt. Higher Education Dept. Access is ensured to these marginalized groups through the total implementation of reservation – cum – merit as per the orders of the Government of West Bengal.

- ♦ b) Women: For women, there is no reservation for admission as the women candidates are provided with equal opportunity commensurate with the mission objective of the institution to spread female education.
- ♦ c) Differently-abled learners: The College does not have the facilities to cater to the needs of differently-abled students as yet.

The most striking feature is that the number of minority female students far exceeds that of the male students particularly in the B.A. General Course. This trend strengthens our policy in opening a Morning Section exclusively for the general education of girl students, especially minority girl students, in response to the demands of the local community.

Examination related complaints are addressed by the departments and students are encouraged to take part in participatory learning processes.

Research, Innovations and Extension

The institution always encourages the faculty members for research activities and extends all necessary help in carrying out their major/ minor research projects.

Principal Investigators of the UGC sponsored projects are provided with complete autonomy to ensure successful implementation, smooth running and timely completion of the of the research projects. The Institution makes all necessary arrangements for release of funds sanctioned by the Central/State government or other agencies to the Principal Investigator as and when required without delay according to stipulated norms for timely procurement of resources. Besides, the institution also ensures the availability of the existing instruments, books and journals and other relevant resources and infrastructural facilities to the researcher for smooth progress of the research projects.

In spite of the lack of space and shortage of staff, the institution gives every possible effort to ensure optimum infrastructural facilities for research, and even provides space for laboratory set up in the college, if needed. For instance, space has been provided to Prof. Ashis Das and Prof. Partha Sarathi Guin for carrying out their research projects. Besides, the college authority has provided computer with internet facilities for all departments and purchased books and journals according to the need of the faculties.

Even with many constraints the faculty has produced many important research publications and also earned a patent.

The students are encouraged to participate in seminars and workshops organized by the college, as well as, by other institutions thereby giving them an opportunity to interact with the eminent scholars of various fields. During the educational excursions organized by the departments of Botany, Zoology and

Geography students are made familiar with certain field-based techniques (like point, quadrat and transect sampling methods, field identification of flora and fauna, plant and animal collection and preservation techniques, household survey method, study of topographical features, etc.) and modern equipments (Field scope and Binocular, GPS, pedometer, etc.) .

Project works under the able guidance of the concerned faculties often motivate them to opt for research career after completion of their post graduation course.

Infrastructure and Learning Resources

The policy of the institution for creation and enhancement of infrastructure to facilitate effective teaching and learning is formulated in accordance with the need- assessment of the departments and Building Sub-Committee. The dynamics of the changing academic scenario in the transaction of courses necessitate the enhancement of infrastructural facilities for effective teaching and learning. The limitation of space in our campus inhibits the horizontal expansion and vertical enhancement has been optimally utilized. The present policy sanctioned by the Governing Body is to ensure the upkeep, maintenance and renovation of the existing infrastructure. The policy is implemented by the Building sub- committee with budgetary allocation of the Finance sub-committee and UGC Planning Board.

There are 24 classrooms apart from the departmental cubicles, central library, science laboratories and computer laboratories for practical classes. The classrooms vary in size and have adequate lighting and fans for the comfort of teachers and learners. Two large classrooms have audio facilities. There are 4 smart class rooms. The Library has both digital and hard copies of books, journals and other learning resources such as periodicals, newspapers and magazines.

There are 5 Laboratories for Departments of Physics, Chemistry, Botany, Geography and Zoology. The laboratories are upgraded with advanced laboratory equipments, LCD projectors on a common sharing basis and have adequate space to carry out practical classes. Classrooms, departmental cubicles and the Reading Room for staff often double up as tutorial spaces depending on the number of students being tutored.

Shibpur Dinobundhoo Institution (College) encourages sports activities and is proficient, especially, in football. Students take part in Inter-college, district, State and National Level competitions for different events. The College does not have any play ground of its own but is located within 500 metres of the Police Ground where the Annual Sports of our college takes place every year. Students practice in grounds located nearby. The College provides the sportspersons with kits and equipments for their advancement. The Games and Sports sub-committee monitors and supervises sporting activities and needs.

Student Support and Progression

The institution provides reservation of seats during admission as per Govt. rules and remedial coaching to SC, ST, OBC students. The institution disburses concessions, stipends and scholarships to economically weaker students. Various scholarships are available from the government which are given through the college to the

respective students. A nodal officer facilitates the process of offering scholarships.

The Career Counselling Cell of our institution has organized a few workshops that may have facilitated the entrepreneurial skills among the students. Many of our students come from backgrounds having small family/local business or are entrepreneurs themselves.

Educational excursions are planned by several departments to develop the curiosity of the learners, inculcate interest in the heritage and environment of the sites of visit, build teamwork, spirit of sharing and cooperation.

Students who seek admission to post graduate courses are encouraged to share their recent academic status with the college.

The institution maintains a firm 'zero tolerance policy' to harassment of any kind including sexual harassment. If any case of sexual harassment is reported, the college takes all necessary and reasonable steps to assist the affected person in terms of support and preventive action. Necessary steps are taken to identify the perpetrator and judge the case impartially.

Governance, Leadership and Management

Ours is a Govt.-aided college governed by the Acts & Statutes of the affiliating university, the University of Calcutta. The top management in Govt.-aided College structure refers to the Governing Body which is constituted with President, Principal as Ex-office Secretary, two University Nominees, two Govt. Nominees, four elected members from the Teaching constituency, two elected members from non-teaching constituency, one elected member from Student constituency and one representative of Local self Government. The Governing Body in its meetings frames policies and plans organizational changes with adherence to best quality standards, resolves academic and administrative issues. The Principal, as Ex-office Secretary, takes the leadership to ensure implementation of the resolutions of the Governing Bod

Facilitated by the Management and supported by the staff, the Head of the institution provides the leadership in the governance and management of the institution. To ensure the fulfilment of the stated mission of the college, he plans accordingly with the help of the governing body, the IQAC, the sub-committees and Departmental Heads. The management of the institution commensurate with the vision and mission statements involve:

- ◆ ? implementation of the quality policy of the institution
- ◆ ? ensuring transparency in the functioning of the college,
- ◆ ? maintaining core values,
- ◆ ? monitoring the budget (both UGC and college funds) for the priority-wise implementation of the institutional and UGC Plans,
- ◆ ? coordinating the various external and internal agencies and collaborating with all stakeholders (faculty, staff, students, guardians) to provide quality education and empowerment to its beneficiaries.

The action plans of the institution are formulated at the meetings of the key sub-committees formed by the

Governing Body (Academic, Finance, Building & Development) and other sub-committees formed by the Teachers' Council with representatives of the Non-teaching Associations and Students' Union. Proposals are made at each sub-committee meeting, after scrutiny and feasibility assessment of the proposals, the action plan is resolved. All academic departments have the autonomy to plan their curricular transaction in keeping with the resolutions of the Academic sub-committee.

Institutional Values and Best Practices

Equity, Excellence and Expansion are the core values that govern the institution. Some of its notable practices are:

Uses of ICT

Gender Equity

Healthy academic climate

Gender Equity

Student Welfare

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE)
Address	SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE), 412/1, GRAND TRUNK ROAD (SOUTH), POST OFFICE - SHIBPUR, DISTRICT - HOWRAH
City	HOWRAH
State	West Bengal
Pin	711102
Website	www.sdbic.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Manideep Chandra	033-26880496	9830386069	-	sdbicprincipal@gmail.com
IQAC / CIQA coordinator	Abdul Kayum Jafry	-	9433600914	-	akjafry25@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
West Bengal	University of Calcutta	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	22-02-1977	View Document		
12B of UGC	22-02-1977	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	SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE), 412/1, GRAND TRUNK ROAD (SOUTH), POST OFFICE - SHIBPUR, DISTRICT - HOWRAH	Urban	0.757916	1793.956

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, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Bengali, Urdu	47	27
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Bengali	60	30
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Hindi, Bengali	21	17
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Bengali	84	73
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Hindi, Bengali	36	28
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Bengali, Urdu	45	32
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Bengali	61	54
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Hindi, Bengali	117	95
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Bengali, Urdu	36	27
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	Bengali	32	21
UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Bengali	73	63

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UG	BA, Morning Section Ba General	36	Higher Secondary or Equivalent	English, Bengali	34	22
UG	BA, Day Section Bengali Honours	36	Higher Secondary or Equivalent	Bengali	60	35
UG	BA, Day Section Bengali Honours	36	Higher Secondary or Equivalent	Bengali	60	38
UG	BA, Day Section Bengali Honours	36	Higher Secondary or Equivalent	Bengali	30	21
UG	BA, Day Section Bengali Honours	36	Higher Secondary or Equivalent	Bengali	15	8
UG	BA, Day Section Education Honours	36	Higher Secondary or Equivalent	Bengali	17	14
UG	BA, Day Section Education Honours	36	Higher Secondary or Equivalent	Bengali	18	17
UG	BA, Day Section Education Honours	36	Higher Secondary or Equivalent	Bengali	19	19
UG	BA, Day Section Education Honours	36	Higher Secondary or Equivalent	English, Bengali	51	47
UG	BA, Day Section English Honours	36	Higher Secondary or Equivalent	English, Bengali	25	23
UG	BA, Day Section	36	Higher Secondary or	English, Hindi, Bengali	15	8

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	English Honours		Equivalent			
UG	BA,Day Section English Honours	36	Higher Secondary or Equivalent	English,Bengali	54	54
UG	BA,Day Section English Honours	36	Higher Secondary or Equivalent	English,Bengali	34	32
UG	BA,Day Section English Honours	36	Higher Secondary or Equivalent	English,Bengali,Urdu	13	9
UG	BA,Day Section English Honours	36	Higher Secondary or Equivalent	English,Bengali	23	19
UG	BA,Day Section History Honours	36	Higher Secondary or Equivalent	Bengali	17	14
UG	BA,Day Section History Honours	36	Higher Secondary or Equivalent	English,Bengali	16	11
UG	BA,Day Section History Honours	36	Higher Secondary or Equivalent	Bengali	70	63
UG	BA,Day Section History Honours	36	Higher Secondary or Equivalent		62	47
UG	BA,Day Section Philosophy Honours	36	Higher Secondary or Equivalent	Hindi,Bengali	3	0
UG	BA,Day Section Philosophy	36	Higher Secondary or Equivalent	English,Bengali,Urdu	3	0

Self Study Report of SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE)

	Honours					
UG	BA,Day Section Philosophy Honours	36	Higher Secondary or Equivalent	Bengali,Urd u	3	0
UG	BA,Day Section Philosophy Honours	36	Higher Secondary or Equivalent	English,Hind i,Bengali	3	0
UG	BA,Day Section Philosophy Honours	36	Higher Secondary or Equivalent	Bengali	39	20
UG	BA,Day Section Philosophy Honours	36	Higher Secondary or Equivalent	Bengali	39	12
UG	BA,Day Section Political Science Honours	36	Higher Secondary or Equivalent	English,Hind i,Bengali	3	1
UG	BA,Day Section Political Science Honours	36	Higher Secondary or Equivalent	Hindi,Bengal i	2	0
UG	BA,Day Section Political Science Honours	36	Higher Secondary or Equivalent	English,Ben gali	53	53
UG	BA,Day Section Political Science Honours	36	Higher Secondary or Equivalent	Bengali,Urd u	2	2
UG	BA,Day Section Political Science Honours	36	Higher Secondary or Equivalent	Bengali	13	10

Self Study Report of SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE)

UG	BA,Day Section Political Science Honours	36	Higher Secondary or Equivalent	English,Urdu	15	15
UG	BA,Day Section Political Science Honours	36	Higher Secondary or Equivalent	Bengali	8	5
UG	BA,Day Section Political Science Honours	36	Higher Secondary or Equivalent	English,Ben gali	39	39
UG	BA,Day Section Sanskrit Honours	36	Higher Secondary or Equivalent	Bengali,Sans krit	45	7
UG	BA,Day Section Sanskrit Honours	36	Higher Secondary or Equivalent	Bengali,Sans krit	45	6
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Hindi,Bengal i	12	2
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Bengali	4	4
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	English,Ben gali,Urdu	65	65
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Bengali	50	50
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	English,Hind i,Bengali	16	11
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Bengali	10	10

Self Study Report of SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE)

UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	English,Ben gali	27	27
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Hindi,Bengal i	12	7
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Bengali	26	21
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Bengali	27	27
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Bengali	25	22
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	English,Ben gali	8	3
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Bengali	48	48
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Bengali	38	38
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	English,Ben gali	13	8
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	Bengali	65	65
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	English,Ben gali	49	49
UG	BA,Day Section Ba General	36	Higher Secondary or Equivalent	English,Ben gali	15	1
UG	BSc,Day Section Bsc Pure Science General	36	Higher Secondary or Equivalent	Bengali	60	35

Self Study Report of SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE)

UG	BSc,Day Section Bsc Pure Science General	36	Higher Secondary or Equivalent	Bengali	45	2
UG	BSc,Day Section Bsc Pure Science General	36	Higher Secondary or Equivalent	Bengali	45	5
UG	BSc,Day Section Bsc Bio Science General	36	Higher Secondary or Equivalent	Bengali	150	63
UG	BCom,Day Section Bcom General	36	Higher Secondary or Equivalent	Bengali	502	372
UG	BCom,Day Section Bcom Honours	36	Higher Secondary or Equivalent	Bengali	494	462
UG	BCom,Eveni ng Section Bcom General	36	Higher Secondary or Equivalent	Bengali	504	287
UG	BCom,Eveni ng Section Bcom Honours	36	Higher Secondary or Equivalent	Bengali	496	358
UG	BSc,Day Section Physics Honours	36	Higher Secondary or Equivalent	Bengali	45	23
UG	BSc,Day Section Physics Honours	36	Higher Secondary or Equivalent	Bengali	45	9
UG	BSc,Day Section Physics Honours	36	Higher Secondary or Equivalent	Bengali	30	2
UG	BSc,Day	36	Higher	Bengali	120	39

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	Section Chemistry Honours		Secondary or Equivalent			
UG	BSc,Day Section Computer Science Honours	36	Higher Secondary or Equivalent	Bengali	60	23
UG	BSc,Day Section Mathematics Honours	36	Higher Secondary or Equivalent	Bengali	45	4
UG	BSc,Day Section Mathematics Honours	36	Higher Secondary or Equivalent	Bengali	45	14
UG	BSc,Day Section Mathematics Honours	36	Higher Secondary or Equivalent	Bengali	30	10
UG	BSc,Day Section Botany Honours	36	Higher Secondary or Equivalent	Bengali	90	67
UG	BSc,Day Section Economics Honours	36	Higher Secondary or Equivalent	Bengali	12	3
UG	BSc,Day Section Economics Honours	36	Higher Secondary or Equivalent	Bengali	24	5
UG	BSc,Day Section Economics Honours	36	Higher Secondary or Equivalent	Bengali	24	5
PG	MCom,Day Section Mcom	24	B.Com. Honours	English	60	54

Position Details of Faculty & Staff in the College

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Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				25				26			
Recruited	1	0	0	1	19	6	0	25	17	9	0	26
Yet to Recruit	0				0				0			
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				22
Recruited	12	3	0	15
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	12	5	0	8	4	0	30
M.Phil.	0	0	0	2	0	0	0	3	0	5
PG	0	0	0	6	1	0	8	1	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Self Study Report of SHIBPUR DINO BUNDHOO INSTITUTION (COLLEGE)

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	586	0	0	0	586
	Female	541	0	0	0	541
	Others	0	0	0	0	0
PG	Male	18	0	0	0	18
	Female	20	0	0	0	20
	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	23	51	56	60
	Female	10	28	37	31
	Others	0	0	0	0
ST	Male	4	4	2	9
	Female	1	0	0	1
	Others	0	0	0	0
OBC	Male	18	48	47	43
	Female	18	22	29	35
	Others	0	0	0	0
General	Male	266	508	551	522
	Female	269	418	497	540
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		609	1079	1219	1241

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	All the courses running in the college are Multidisciplinary by default. At the same time, almost all the courses are interdisciplinary.
2. Academic bank of credits (ABC):	The college is awaiting parent university's instruction in this matter.
3. Skill development:	Already, all programmes under CBCS contain a substantial number of skill enhancement courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We have a very significant level of integration of Indian Languages in the sense that FIVE prime Indian languages (Sanskrit, Urdu, Hindi, Bengali, English) are being taught in our college as part of our curriculum. Honours courses are being taught in Sanskrit, Bengali and English. General Courses are being taught in Urdu and Hindi.
5. Focus on Outcome based education (OBE):	Outcome based education (OBE) is already predominantly focused in our college in terms of teaching-learning methods. https://sdbic.ac.in/programme-outcomes.php
6. Distance education/online education:	The college is already offering courses with affiliation from Netaji Subhas Open University (B.A., B.COM. & M.A.- Bengali, English, Political Science, History, Education, Public Administration, M.SC.- Mathematics, M.COM., MSW) and Directorate of Distance Education of Vidyasagar University (M.SC. -Chemistry & Environmental Science).

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
3104	2748	2822	3051	3190
File Description		Document		
Institutional data in the prescribed format		View Document		

Revised addendum:

https://sdbic.ac.in/admin/naacitems/4343DVV_1.1_Number%20of%20students%20year%20wise%20during%20the%20last%20five%20years_Authenticated.pdf

2 Teachers

2.1

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

count):Respon

File Description	Document
Institutional data in the prescribed format	View Document

Revised addendum:

https://sdbic.ac.in/admin/naacitems/5291DVV_2.1_Number%20of%20full%20time%20teachers%20during%202017-18%20to%202021-22%20Without%20Repeat%20Count.pdf

(Including Librarian)

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
51	53	53	53	53

Revised addendum:

https://sdbic.ac.in/admin/naacitems/9485DVV_2.2_Number%20of%20full%20time%20teachers%20year%20wise%20during%20the%20last%20five%20years_Authenticated.pdf

(Including Librarian)

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
32.38	20.4	84.05	141.89	91.84

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:

- The college offers a vast array of courses across disciplines and curriculum delivery is ensured through a meticulously followed Class Routine. The routines are modified in the slack sessions to redistribute classes among the remaining semesters. Since the introduction of CBCS in B.Com from session 2017-18 onwards, and in B.A and B. Sc streams from 2018-19, the range of courses and options has increased and become more interdisciplinary. In keeping with the requirements of CBCS programme, the Class Routine is framed and followed (see link to website).
- The academic calendar set by the University of Calcutta is duly followed, as much under the current CBCS system as within the erstwhile 1+1+1 system. Internal Assessments (previously Test examinations under the 1+1+1 system) are conducted and Tutorial assignments set in accordance with the university requirements and curriculum to maintain a continuous academic momentum (see link to website).
- To keep things on track and enable smooth distribution and completion of syllabi, most departments in the college have framed and submitted Lesson Plans, which are followed diligently(see link to website).
- The college was among the first ones to shift its classes online as soon as offline classes were shut down in early 2020. This was made possible because various aspects of the college administration were being conducted online since the past few years, and several members of the faculty had already been using various online tools for sharing notes with and making presentations for the students. The major challenge faced in the pandemic stricken years was to sustain academic interest, and keep students academically engaged through online mode of teaching and learning and virtual classrooms. Our faculty rose to the challenges almost immediately after the 'lockdown' and through a blended mode of virtual teaching, ensured that students without continuous access to virtual modes or poor internet connections did not miss out on studies. Notes and lectures were circulated through Whatsapp and email, side by side with live teaching on Google Meet, Discord, Zoom and such other platforms. The extensive use of Googleclassrooms ensured that students who could not log in at definite hours could obtain the notes, the links and typewritten lectures at their own convenience.

In order to maintain a log of syllabus covered and classes taken online in the initial stages of the 'lockdown', departments were asked to submit weekly 'Saturday Reports' which were readily provided (see link to website).

- Since the CBCS has introduced a great range of newer topics, special supplementary lectures are organized with expert resource persons from outside to speak on certain topics in the syllabi. The academic sessions conducted online enabled multiple online activities with enthusiastic participation from the students, especially departmental 'webinars'. The webinars were also amply

attended by faculty and students from other colleges and universities. Some of the departments such as English and Botany also conducted student seminars with students presenting well-researched papers on topics provided them. This continuous activity ensured keen academic interests and engagement throughout the pandemic-induced lockdown (see link provided).

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 0

File Description	Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 0

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

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

Response:

The current curriculum under the CBCS system addresses many of burning issues that call for heightened awareness socially and environmentally. The thrust is on gender and empowerment of women and subaltern groups, human rights, on striking the right balance between progress of humanity along with science, nurturance of open mindedness and a spirit of tolerance. In a world that is seeing an erosion of moral values and waning of professional or personal ethics, the need to inculcate them in minds preparing to go out into the world is reflected in the curriculum.

- ♦ Environmental Science is a compulsory course that has to be taken by students from all streams. It intensively builds awareness towards protecting and conserving the environment. Ethical awareness is fostered through study of man-made disasters and war, waste disposal and management, development of bio-renewable resources and renewable sources of energy and to be more sensitive towards healthier habits of consumption. It encourages sensitivity towards preserving or restoring ecological balance in the face of rampant consumerism and construction boom. Related subjects Botany (both Honours and General programmes) and Zoology (General programme) have a substantial component that deal with such issues.

- ♦ Several subjects under Humanities discipline integrate ethical issues and human values in the very pieces chosen for the courses. Ancient texts embodying universal human dilemmas jostle with more recent texts that explore the human map with the changing face of war, genocide, partition. Subjects such as Philosophy and Sanskrit directly offer a study of critical texts, while History course content encourages analysis of the triggers of world events from these angles.

- ♦ In subjects such as English, Hindi and Bengali, ethics and human values are inherent in the course content. Besides raising awareness of social, gender inequities and need for reform, through texts that explicitly deal with politics and human rights and gender, such as Wollstonecraft's *A Vindication*, Gramsci's *Prison Notebooks*, or Mahasveta Devi's *Draupadi*, students are exposed to a range of critical political issues and a spirit of inquiry is inculcated in them. Through texts that depict struggle for rights and recognition of different racial and ethnic communities, movements against discrimination and segregation, students' outlook and horizons are broadened, they are sensitized towards violence and discrimination of all kinds.

- ♦ In the Commerce stream, the undergraduate programme carries a course on Business Ethics.

- ♦ The SEC (Skill Enhancement Courses) in newly structured CBCS curriculum offer exposure and scope for students to develop skills that they can pursue as a career. In English and Bengali, students learn editing and journalistic as well as academic writing. In History, skills towards

archiving, curating for museums, archaeology and interests in travel and tourism sector are encouraged.

- Some of our senior faculty are members of the Board of Studies of different departments in the University of Calcutta curriculum. They have a crucial hand in framing the curriculum followed by colleges affiliated to C.U. They are Prof. Sibdas Karmakar of the Mathematics, Prof. Kartick Ch. Khatua of Sanskrit and Prof. Buddhadeb Mishra of Political Science departments (see attachment).

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

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

Response: 49.4

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

Response: 1342

File Description	Document
Institutional data in the prescribed format	View Document

Revised addendum:

https://sdbic.ac.in/admin/naacitems/9798DVV_1.3.2.1.%20Number%20of%20students%20undertaking%20project_Authenticat ed.pdf

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 (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Revised addendum:

https://sdbic.ac.in/admin/naacitems/5471DVV_1.4.1%20Institution%20obtains%20feedback.pdf

Criterion 2 - Teaching-learning and Evaluation

Student Enrollment and Profile

2.1.1 Enrolment percentage				
Response: 70.75				
2.1.1.1 Number of students admitted year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
1301	1141	1112	1278	1468
2.1.1.2 Number of sanctioned seats year wise during last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
1758	1600	1600	1600	1600
File Description	Document			
Institutional data in the prescribed format	View Document			

Revised addendum: https://sdbic.ac.in/admin/naacitems/5931DVV_2.1.1.pdf

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (Exclusive of supernumerary seats))				
Response: 23.2				
2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
160	156	157	181	205
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
718	718	718	718	718

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

Revised addendum: https://sdbic.ac.in/admin/naacitems/5773DVV_2.1.2.pdf

2.2 Student Teacher Ratio

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

Response: 57.96

2.3 Teaching- Learning Process

Student centric methods, such as experiential learning, participative learning and problemsolving methodologies are used for enhancing learning experiences using ICT tools

Response:

Teachers, in keeping with the emerging trend in ICT aided teaching, are now more and more inclined to use ICT aided techniques in their lectures. While the predominant modus of instruction is still the “lecture” method, the faculty members do use IT enabled methods in their teaching process. The college is equipped with 4 ICT enabled classrooms where presentations can be made using an overhead projector and computer. There is also the scope of using a smart board in room number 60.

During the pandemic years the “online” and later, the “blended” mode of teaching was fully dependent on ICT. In 2020 students were taught using the virtual classroom which offered teachers the window to post lectures, guidelines and general instructions as well. After the start of the new academic session in August, Google Meet was extensively used by the college as a relatively cheap and convenient teaching platform. Its main advantage over the Google classroom was that it was interactive. Students could intervene during a class and clarify their doubt. As many as 80 Google Meet platforms were run successfully till November 2021. Even after the pandemic restrictions were lifted and students started attending the campus, the Google classrooms were retained to avoid crowding in the classrooms. One of the benefits of using the online platform was that the classes could be held in flexible hours.

The online and blended classes continued alongside the dissemination of teaching material through email and whatsapp groups. The students, who are quite technically efficient and use their smart phones extensively, found it rather easy to access their notes and study material through online platforms. Teachers quickly adjusted to the needs of an online platform and with a few minor glitches, the overall ICT enabled teaching worked well.

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The online platform was further utilized for receiving hand written answer scripts. Internal examinations were conducted online and students uploaded their responses through Google Form link created by every individual faculty members. For end semester examinations the teachers use the Calcutta University's

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

portal to upload marks. No handwritten mark sheets are used.

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 77.58

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
62	62	62	62	62

File Description	Document
Upload supporting document	View Document

Revised addendum:

https://sdbic.ac.in/admin/naacitems/8888DVV_2.4_Pay%20Fix%20Memo_TS_2017-22_compressed.pdf

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 80.86

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
42	42	42	42	39

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

2.5 Evaluation Process and Reforms

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

Response:

The college follows the internal assessment procedure as laid out in the instructions of its affiliating university. The Calcutta University now uses a CBCS system of examination which includes a component of internal assessment in every end-semester examination. Generally 20 out of 100 marks are allocated in each paper for internal assessment and class attendance. Questions are set internally and the thrust is specifically given on classroom discussions and lectures. Students who regularly attend and participate in classroom discussions find internal questions more familiar than those develop a tendency to skip classes. This is also one way of ensuring a healthy attendance among all learners.

The college conducts written examination for every paper with the same importance that it gives to the main examination. It is mandatory to write these tests failing which they are marked absent in their University award list. During the pandemic years students were instructed to upload their answer scripts for internal examination through a Google Form Link which was then processed and evaluated by their respective teachers. If there was a failure in uploading or in the case of a paper not being fetched at the teacher's end, the student was given a second chance to send their document. But all scripts were required to be uploaded on the date of examination by afternoon. Teachers evaluate either answer scripts or PDFs with due importance and marks are uploaded through the C U portal. In case of evaluation the same parameters are set that guide the evaluation of end semester test. Usually this process is completed in seven working days from the receipt of the mail by the respective departmental teacher.

File Description	Document
Upload 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 and attainment of POs and COs are evaluated

Response:

The Programme Outcomes (POs) and Course Outcomes (COs), as enumerated in the college website are clearly explained in the Orientation session every year at the beginning of every first semester class. Students in their respective classes are briefed about what they can expect from their programme and courses. The departmental teachers highlight major courses in the programme and their expected outcomes. Sometimes students enroll in programmes with unrealistic expectations that proves detrimental in their pursuit of knowledge in that particular field. For example many students join the English Honours programme with an expectation to empower themselves with skillset such as fluency in spoken English or development of good communication skills in English. Unfortunately the honours course neither gives the

scope nor the time to develop these skills. Teachers, in the beginning of the session draw attention of the students to the fact that English Honours is essentially a literary studies programme and it cannot be used for other knowledge outcomes. At the end of each semester the tutorial assignments are given to evaluate how far the course outcomes have been achieved. Understanding of the core domain knowledge is the fundamental factor which determines how far the outcomes have been achieved.

For courses that are aimed at skill enhancement, students are made aware of the importance of developing skills alongside knowledge in their respective core courses. Students are encouraged to participate in seminars (see link below) that are specifically hosted for them. These platforms give them the opportunity to see how far they have achieved their outcomes both in terms of knowledge acquisition and skill enhancement.

File Description	Document
Provide Link for Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 46.82

2.6.2.1 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
270	592	1184	756	760

2.6.2.2 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
776	742	1233	1076	1107

File Description	Document
Institutional data in the prescribed format	View Document

Revised addendum: https://sdbic.ac.in/admin/naacitems/68072.6.2_Pass%20Percentage%202018-22.pdf

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll	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: 789000

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.70000	0	0	3.00000	2.19000

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 and has initiatives for creation and transfer of knowledge

Response:

- **Achievement(s) of faculties:**

Dr. Tania Ghatak (Chakraborty), Assistant Professor, Department of Botany, was awarded one patent in the field of Cyanobacteria-based filter model and process for obtaining purified water substantially free of Arsenic (24/09/2021).

Patent Details are enlisted below:

Ref. STBT-12099/12/2019-WBSCST SEC- Dept of SBCT

Application No. 201731005727 (17/02/2017)

Granted Patent No. 377842

- **College Journal:**

Our college has published a peer-reviewed journal (HORIZON) quarterly year. This college's faculty,

students, researchers, and many others have contributed to the journal.

Editorial Board:

Editor-in-chief: Dr. Manideep Chandra; Principal, Shibpur Dinobundhoo Institution (College)

Associate Editors: Dr. Anandarup Biswas, Dr. Abdul Kayum Jafry, Dr. Aparna Majumdar, Dr. Debi Banerjee, Dr. Irshad Alam, Dr. Phalguni Bhattacharya, Dr. Pintu Sarkar, Dr. Satya Prakash Tiwari, Dr. Subhendu Mazumdar, Dr. Suprakash Sarkar, Dr. Tilak Sanyal.

The Editorial Board has primarily scrutinized the original research works or reviews and acceptable manuscripts sent to reviewers for peer review through the editorial board. Two independent referees should review each manuscript according to the Editorial board's decision.

The manuscripts are mainly accepted according to their quality and originality. The authors must sign the copyright transfer form and consent to the publishing authority before final publication.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 27

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
06	00	00	00	00

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

Revised Addendum: https://sdbic.ac.in/admin/naacitems/7523DVV_3.2.2.1.pdf

Research Publications and Awards

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

Response: 1.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	12	10	15	11

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

Revised Addendum:

https://sdbic.ac.in/admin/naacitems/8458DVV_3.3.1.1.%20Number%20of%20research%20papers%20in%20the%20Journals%20notified%20on%20UGC%20CARE%20list%20year%20wise%20during%20the%20last%20five%20years.pdf

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

Response: 0.54

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
5	3	6	2	3

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

Revised Addendum:

https://sdbic.ac.in/admin/naacitems/2383DVV_3.3.2.1.%20Total%20number%20of%20books%20and%20chapters%20in%20edited%20volumes%20books%20published%20and%20papers%20in%20national%20international%20conference%20proceedings%20year%20wise%20during%20last%20five%20years.pdf

3.3 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Our college has run the unit of NCC since the inception of the college itself and has extended its sphere of influence in due course of time. The unit of NCC at DB college has been very successful in nurturing and flourishing the cause and impact of social issues within its cadets. Our NCC unit has conducted the Swatch Bharat Abhiyan, the AIDs rally, Awareness on the use of plastics, Awareness of communication technology, the Rabies Awareness program, the Rally for the security of street dogs, the Rally on anti-drug and bad effects of alcohol, the dengue Awareness program, Beti Bachao Beti Padhao Awareness, Awareness on rainwater harvesting and cleaning of coastal areas, Cleaning of Gardens, parks and statues, Tree plantation, program on yoga Awareness, Mega pollution Awareness planning, Clean Ganga Abhijan, Puneet Sagar Abhijan.

All these programs are mainly done by the cadets to inculcate a healthy mindset within the students. These students are the future of India and socially engaging the students in the above-mentioned awareness program will certainly help them to acquire knowledge on important social issues. They can also motivate their future generation with their holistic programs.

The St. John 's institution had been established since WWII. The institution mainly deals with primary treatment and home nursing. This institution also practiced two courses like mother craft and child welfare, Hygiene and Sanitization. The St. John's at Shibpur Dinobundhoo Institution (college) has two divisions-

- a) Ambulance division
- b) Nursing division

In 1960, the ambulance was established and in 1988, the nursing division was established. Several courses are conducted at our divisions like Sr. First Aid, Sr. Home nursing, Sr. Mother craft and child welfare and Hygiene and Sanitization. These trainings have helped many students. They have got placements at various well known institutions. The members and officers of St. John Institution at Shibpur Dinobundhoo college have rendered their duties in Kumbh Mela, Gangasagar Mela. The members also helped several sick and distress people in need

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:

Individual students have won awards who represented the college in various activities.

In 2020, the best painting award was given to Rahul Sankari by the Director General of Sikkim and the West Bengal directorate.

In 2020, the best dancer award was given to Abantika Biswas by the Director General of Sikkim and the West Bengal directorate.

In 2022 the Governor's Medal was given to Akash Kr Behera by the Govt of WB and the DG of Sikkim and WB directorate.

In 2022, Rahul Shankari got second rank in the drawing competition organized by the 33 Bengal Battalion NCC of Sikkim and the West Bengal directorate.

In 2022 Priyajeet Khan was awarded the Certification of Appreciation for his duty during the Ratha Yatra, 2022, organized by the Govt. of Odisha.

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 40

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	3	0	3	10

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

Revised Addendum: [https://sdbic.ac.in/admin/naacitems/1995DVV-%203.4.3.1 Cadets%20participated%20in%20each%20program,%20ID%20proofs%20of%20the%20students%20attended%20from%20other%20colleges.pdf](https://sdbic.ac.in/admin/naacitems/1995DVV-%203.4.3.1%20Cadets%20participated%20in%20each%20program,%20ID%20proofs%20of%20the%20students%20attended%20from%20other%20colleges.pdf)

[https://sdbic.ac.in/admin/naacitems/5211DVV-%203.4.3.1 fund%20components%20received%20by%20the%20cadets.pdf](https://sdbic.ac.in/admin/naacitems/5211DVV-%203.4.3.1%20fund%20components%20received%20by%20the%20cadets.pdf)

3.4 Collaboration

3.5.1 Number of MoUs, collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research and other academic activities during the last five years:

Response: 3

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

Revised Addendum: https://sdbic.ac.in/admin/naacitems/61153.5.1_Supporting%20Document.pdf

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Presently, the college has a student strength of 2553 in its 21 UG and 1 PG programmes.

- ♦ The institution has suitable facilities like UG-24, PG-2 classrooms, 12 laboratories, computer labs, departmental libraries and a big organized Central Library for successful running of these courses. 26 classrooms are allotted to 22 UG/PG departments and 1 is used as large smart classroom and also shared by the departments as well as used for various cultural activities of the college
- ♦ The Ph.D scholars are given access to the infrastructure available, the laboratories or the library as required.
- ♦ Of the 7 departmental classrooms, 5 have ICT learning facilities, in which 3 classrooms are equipped with smart boards.
- ♦ The college has three Seminar/Conference halls generally used for seminars, guest lectures, conferences and meetings.
- ♦ Each science department has adequate number of classrooms and laboratories for running their theoretical and practical classes. The English department has one Language Lab with adequate ICT facilities. The college has a Central Library with books and 19 subscribed journals. In addition to that some of the science departments have their departmental libraries with lending and reference sections.
- ♦ Most of the departments have computers with internet browsing facility including good Local Area Network and Wi-Fi facilities with departmental computer labs in Mathematics, Physics and Geography. Students are given access to the Central Computer facility such as Network Research Lab of Computer Science Department. Apart from this, it has 1 computer center where students can take customized computer training according to their requirements.
- ♦ In addition to that the Dept of Botany has 'Herbarium and Fossil Collection'; Dept of Zoology has 'Zoological Museum'.
- ♦ The college is equipped with ecofriendly 'Energy Generating System' supported by 'Silent Digital Generator' for sustainable use of energy.
- ♦ The entire college building with the laboratories is protected with fire safety devices.
- ♦ The College in its long history of 73 years has gradually developed its infrastructure and facilities.
- ♦ The college has received Rs 1,50,00,000 from RUSA for its infrastructural development.
- ♦ The financial assistance received from the UGC in the last three plan periods has been a great boost to infrastructure augmentation.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)**Response:** 24.45**4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.0	10.52	15.95	41.40	3.72

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

Revised Addendum:

https://sdbic.ac.in/admin/naacitems/5493DVV_4.1.2.1%20Expenditure%20for%20infrastructure%20augmentation.pdf

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library****Response:**

The Central library is located at the first floor of the newly constructed Annexe Building. The Library provides different facilities to the users and a spacious Reading Room to accommodate more than 65 students at a time. A separate reading room is there for teachers' where more than 20 teachers can sit at a time. The Library has a collection of more than 41831 volumes of books and more than 32,00,000 volumes of E-books (subscribes through INFLIBNET N-LIST project). It subscribes periodicals including more than 6000 E-journals (subscribes through INFLIBNET N-LIST project).

In addition, it subscribes daily newspaper. The library also provides faculty members and staff with a separate Reading Room. The functions and services of the library are partially computerized. Both manual and computer versions of catalogue (WEBOPAC) are in operation. The reprographic service to users and particularly to the students is provided at a concessional rate.

The students are asked to collect the library brochure containing library rules, method of using catalogue, etc.

SPECIAL FEATURE

A distinctive feature of the library is that it has in its possession a rare and valuable collection of books, journals and reports. The National Archives has sanctioned a grant for preservation of rare documents in the college library which will enable it to open this valuable collection to scholars and researchers of other

institutions as well.

The library uses LIBSYS integrated library management system. There is a Separate PG Library for M.Com. KOHA is in operation for this PG Library. The KOHA WEBOPAC of PG Library is now available online. The WEBOPAC of the Undergraduate library will soon be available through college website and the documents details will be accessible from anywhere in the world.

The library has set up an electronic library through which lots of electronic as well as digital content will be available to the users. The library has become the member of the INFLIBNET N-LIST project through which plenty of electronic resources are available to the users.

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

Response:

Consistent effort has been made to improve upon its IT infrastructure and facilities. The college has 95 computers (72 desktops & 21 laptops, 2 servers), 20 printers, 14 scanner, 3 projectors. Out of these 72 desktops, 55 desktops are for Academic purpose and 17 desktops are for administrative purpose. Currently regular maintenance is carried out of all desktops and laptops by the Lab Technician of Computer Science Department. All the computers have internet connection. There are three browsing centers: Computer Science Lab IT Lab of Department of Commerce Library Internet Lease Line Connection of 100 Mbps from Alliance Over the last two years. The bandwidths have been regularly updated over the last five years. The college encourages to staff and students to use free softwares. Linux is extensively used by Department of Computer Science, IT Lab of Commerce department and Physics department. Software upgradation has been carried out as and when needed. There are three ICT enabled classrooms with LCD projectors. Projectors are repaired and maintained through temporary orders. Biometric machines are also connected with internet and are linked to Principal's desktop. Library is partially automated with KOHA since 2018.. The website is maintained by 'Prajukti'.

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

4.3.2 Student – Computer ratio (Data for the latest completed academic year)**Response:** 54.8**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 55

File Description	Document
Upload supporting document	View Document

Revised Addendum:

[https://sdbic.ac.in/admin/naacitems/57724.3.2.1.%20Number%20of%20computers%20available%20for%20students%20usage%20during%202021-22 Links.pdf](https://sdbic.ac.in/admin/naacitems/57724.3.2.1.%20Number%20of%20computers%20available%20for%20students%20usage%20during%202021-22%20Links.pdf)

4.4 Maintenance of Campus Infrastructure**4.4.1 Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years (INR in Lakhs)****Response:** 75.44**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
20.36	9.88	68.1	93.09	88.12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 22.45

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1995	1595	535	331	61

File Description	Document
Institutional data in the prescribed format	View Document

Revised Addendum: <https://sdbic.ac.in/admin/naacitems/43715.1.1.pdf>

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: D. 2 of the above

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

Revised Addendum: <https://sdbic.ac.in/admin/naacitems/72165.1.2.pdf>

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: 0.01

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
00	00	01	00	0

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

5.1.4 The Institution has a transparent mechanism for timely 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

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: 0.89

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
2	0	2	33	12

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
270	592	1184	756	760

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 100

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	1

5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	1	1	2

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

Revised Addendum: https://sdbic.ac.in/admin/naacitems/73425.2.2_Supporting%20Documents.pdf

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: 2

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
00	00	01	01	00

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

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

Response: 0.4

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
2	2	3	1	2

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

Revised Addendum:

<https://sdbic.ac.in/admin/naacitems/31015.3.2.1.%20Number%20of%20sports%20and%20cultural%20programs%20in%20which%20students%20of%20the%20Institution%20participated%20year%20wise%20during%20last%20five%20years.pdf>

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:

There is no Alumni Association registered that contributes to the development of the institution through financial and/ or support service.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Vision: Founded in 1948 and guided by the motto “*Charaiveti*” (March Forward), the college aims at empowering our students to fulfil their academic and professional passions in an institution that is diverse, welcoming, and inclusive for all students, faculty, and staff.

Mission: The primary purpose of the college is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The college seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfil its mission, the university must:

Ø Offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate and postgraduate levels.

Ø Generate new knowledge through a broad array of scholarly, research and creative endeavours, which provide a foundation for dealing with the immediate and long-range needs of society.

Achieve leadership in each discipline; strengthen interdisciplinary studies, and pioneer new fields of learning.

Serve society through coordinated outreach programs that meet continuing educational needs in accordance with the college's designated land-grant status.

Strengthen cultural understanding through opportunities to study languages, cultures, the arts and the implications of social, political, economic and technological change and through encouragement of study, research and service off campus and abroad.

Maintain a level of excellence and standards in all programs that will give them statewide, national and international significance.

Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society.

The institution practises decentralization and participatory management in keeping with its belief in

collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Heads of the various Departments in the college.

- The Ways in which Heads of Departments participate in the Management Process:
- The Head of the Department oversees the Teaching Plans of his/her departmental members.
- He/she is empowered to make adjustments in the routine, and to allot teaching assignments and evaluation duties.
- He/she enjoys the privilege of convening departmental meetings where the programmes for the entire term are decided.
- He/she often takes the lead in planning seminars, workshops, career counselling sessions, remedial measures, departmental excursions and study tours.
- He/she is at liberty to introduce creative and innovative measures for the benefit of his/her students. The English Department and the Political Science Department, for instance, run the Departmental Cubicles to provide the students with extra classes, study materials etc.
- He/she decides on the nature, pattern and duration of special and remedial classes for the students of his/her department.

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

The Governing Body (GB) or the top management is the highest decision-making body of the institution. All major policies and plans for the development and management of the institutions are resolved at the GB meetings. The main purpose of the Governing Body is to decide the overall strategic direction and educational character of the College and ensure its overall well-being and financial solvency.

The Principal is the head of the institution and hence the first responsible person of the college. As the academic leader, he/she has to oversee that the institution runs properly in accordance with its vision and mission. As the Head of the institution, he ensures the implementation of the decisions/plans resolved at the GB and is responsible for the total management of all sectors (Academic, Administrative, Infrastructure and Finance) of the institution.

The Principal has two consulting bodies, primarily, the IQAC and the Teachers Council; besides, several sub-committees constituted by the GB to aid the Principal in planning and execution of proposals for the growth and development of the institution towards providing quality education with maximum utilization of available resources. The proposals are initiated at the meetings of the respective Sub-committees. The major decisions requiring policy undertaking are then placed and approved by the GB and thereafter executed by the Principal with the support of the relevant sub-committee.

The college academic wings is composed of the Principal, Vice Principal and senior faculty members ranging from Professor to Assistant Professors of all the departments of the college. Academic wings is the highest decision making authority of the college regarding all academic activities, administrative matters,

and student matters specially student welfare relating to the college.

A formally stated perspective plan has been prepared for deployment from this session to address following issues:

- o Recent trends in the changing education scenario
- o The seven criterion of evaluation and assessment proposed by NAAC
- o Renovation, repair and extension of campus buildings
- o Reconstruction of some parts of the college building for vertical expansion to accommodate more classrooms and laboratories for new courses
- o Modernization of infrastructure facilities and lab equipments
- o Towards complete computerization
- o Introduction of ICT enabled teaching-learning
- o Up gradation of library resources and laboratories
- o Academia-industry interaction
- o Welfare benefits of the students
- o Training programmes for skill development of faculty, staff and students
- o Creation of a culture of research and innovation
- o An environment conducive to hosting workshops, seminars and conferences
- o The institution is based on the principles of democratic and participatory governance. The organizational structure and decision-making processes are such that it involves the collective efforts of the majority members of the faculty, staff and student representatives.

The participatory organizational structure also operates at the departmental level. Each department functions under the supervision of a Departmental Head, who finally reports to the Principal and is conventionally responsible for the academic management of the department.

The general administrative wing is supervised by the Head Clerk under the direct monitoring of the Principal.

The accounts and cash sections are controlled by the Principal aided by the Bursar.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

Our Institution provides various welfare measures both for the teaching and non-teaching staff as follows:

1. All substantive staff have the benefit of general provident fund in our college.
2. Co-operative credit society facility available in our college for all the substantive staff.
3. Group Insurance Policy available for all staff and faculty members in our college.
4. Loan Facility available from the Provident Fund for the substantive staff in our college.
5. Mediclaim Policy for Non-teaching staff

File Description	Document
Upload Additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 0**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
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**Response:** 8.57**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	12	6	5	3

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
17	19	22	26	28

File Description	Document
Institutional data in the prescribed format	View Document

Revised Addendum: https://sdbic.ac.in/admin/naacitems/5485DVD_6.3.3.2_Number%20of%20non-teaching%20staff%20year%20wise%20during%20the%20last%20five%20years.pdf

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:

College Administration along with senior faculty members continuously pursues political leaders as well as philanthropists of the city for fund –raising. But, so far our efforts have not taken shape in reality.

The institution has a very limited scope of mobilisation of funds from the non-governmental external agency or source. In spite of its limited scope, the institution has been trying to mop up funds by letting out a portion of the building to Indian Overseas Bank at a current monthly rent of INR 11,500/- amounting to INR 1, 38,000 p.a.

Besides, the institution has been running a self financing course of the Post Graduate Section in Commerce since 2009 and notwithstanding the fact that this PG section was opened not in pursuit of earning a profit as a non-profit seeking entity, but it has been generating a respectable surplus for the past years as evident from the audited Income and Expenditure Account as follows as a result of economical prudence and propriety:

Financial Year	2016-17	2017-18	2018-19
Amount of Surplus generated by PG Section of Commerce (INR) as per audited I & E A/C(Rs.)	4,65,471	1,82,980	5,65,377

It would also be worthwhile to mention that the PG section donated a lump sum amount of INR 3, 00,000/- out of its corpus fund to the general fund of the college in 2014-15

FINANCIAL AUDIT:

Institution conducts internal and external financial audits regularly.

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism of settling audit objections:

The college has a mechanism for internal and external audit. The internal audit is carried out by qualified auditor appointed by the Governing Body of the College.

The external audit is carried out by a Government auditor as per the provisions of the West Bengal Government Rules & Calcutta University Act every year. The Governing Body contacts the authorised Chartered Accountant of the Government who along with his team conducts external audit regularly.

The external audit of the college has been completed till the financial year 2018-19 as per following details:

	Financial Year	Name of External Auditor (CA)	Audit Objections	Mechanism of settling audit objection
1	2016-17	Agarwal Pratik & Co	No Objection	Question
1	2017-18	ABRS & Associates	1. Depreciation rate should be maintained as per Income Tax Act, 1961 2. TDS should be in accordance to the Law, while making payments to contractors/suppliers etc.	Remedial measures have been taken as a result of which it has been withdrawn
1	2018-19		TDS should be in accordance to the Law, while making payments to contractors/suppliers etc.	There are a very few cases relating to TDS issues. However, necessary steps have been taken by the management
1	2019-20		Yet to be completed	
1	2020-21		Has not yet been initiated by the auditor	
The internal audit of the college has been completed till the financial year 2019-20 and the audit for the financial year 2020-21 is yet to be completed.				

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:

Institutionalized Practices

- **Students' Feedback:** Ours is an institution of tradition. The faculty members devote their best effort for the betterment of their respective departments.

Our department arranged faculty exchange program. Respected faculties of other subjects delivered lecture for our students. This program was inspiring for the honors students. The prime motive of our college is to develop the skill of our students. In this way, all the departments can enhance their students' skill. Our institution has a traditional practice to arrange a quiz program with the students. We prefer maximum participation of students in this program. This gesture is a success in all manners.

Our department prepared questionnaire and organized the program in all enjoyable manner. We arranged some incentives for the students also.

This institution runs a parent-teacher meeting every year as a departmental task. Our department (philosophy) organizes this meeting in every year with new comer students. The parents are informed of the progress of their wards. The faculties avail the opportunities of interaction with the parents. This is a part of the students' feedback.

- **Preparation of Annual Plan for teaching Module:** Our department, as a tradition takes a plan of module for teaching the students. The faculty members are allotted their schedule parts of the

syllabus to teach the students of every semester. The honors and general courses are equally divided by the teachers so that they can complete teaching their syllabus within allotted classes. The teachers have their duties to complete their module and give the students assignments.

- ♦ The institution reviews its teaching learning process, structures & methodologies of operations and learning out comes at periodic intervals through IQAC set up as per norms and recorded incremental improvement in various activities.

For first cycle- Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives- Describe any two examples of institutional reviews and implementation of teaching-learning reforms facilitated by the IQAC.

- ♦ The IQAC decided on its meeting held on 12/05/16 that a teaching-learning procedure should be introduced shortly. The house also discussed some plans of introducing special classes for the enhancement of language skill and to install language laboratory for the students. An IQAC meeting held on 29/11/2016 dedicated to introduce some remedial classes for the improvement of university examination results of the students.

File Description	Document
Provide Link for Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international networks**
- 3.Participation in NIRF**
- 4.any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: D. Any 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Response:

a) Safety and Social Security: The college has instituted the Internal Complaints Committee (ICC). All students, teaching and non-teaching staff fall within the purview of this committee.

Functions:

- Regular Orientation/Sensitization Programmes .
- Maintaining active helpline through security personnel and email.
- Regular tracking of reported incidents of sexual harassment.
- Frequent meetings among ICC members, on policy execution and reporting.

The Anti-Ragging Committee and the Student Council members ensure that there are no instances of ragging anywhere on campus. Anti-ragging posters with a helpline number are displayed at prominent places within the campus.

Shibpur Dinobundhoo Institution College Students' Welfare and Grievance Redressal Committee was established to facilitate a healthy and safe environment for students of the College. It seeks to resolve issues of dissatisfaction among students pertaining to administration and general infrastructure relating to gender issues.

CCTV cameras have been installed at the main gates and in the most sensitive areas of the College campus, such as the corridors. There are security guards stationed at the main gates. Entry into the College is permitted only on producing valid identity cards. Each student must wear her identity card while on campus.

A separate toilet is available for female staff and for the use of female visitors.

b) Counselling: Counselling is an integral part of the College. It has the facility of a separate counselling room dedicated solely to counselling students regularly as well as when necessary. Personal counselling is also offered through a structured system of teacher-student mentoring specifically in the dept. of commerce.

c) Common Rooms: The college provides a Common Room for all undergraduate students as well as postgraduate students of commerce. There is also a separate common room on the Ground floor, which is used by all the students of our college. Also, separate common rooms are available for male and female students. The common rooms are kept out of bounds for male teachers and non-teaching staff. However, male and female support staff are engaged in supervising the cleanliness and infrastructural needs of the

Boy's and Girl's common room as and when required .

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. 1 of the above

File Description	Document
Upload supporting document	View Document

Revised addendum: <https://sdbic.ac.in/admin/naacitems/78167.1.2.pdf>

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: None of the above

File Description	Document
Upload supporting document	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:

The college is located in a multicultural and multilingual environment. It is one of the pioneer colleges embracing a vast hinterland of urban and semi-urban areas of the Howrah district. The college has consolidated its position as one of the leading institutions of the district imparting undergraduate learning in diverse areas of Humanities, Social Sciences, Bio and Pure Sciences, and Commerce. Shibpur Dinobundhoo Institution (College) was established in the wake of India's gaining independence and was founded on strong ideals of providing quality education to a mixed population, much of it backward, to an area' young minds who were nevertheless insulated from the mainstream wave of higher education in Kolkata. Shibpur, in Southern Howrah, could be accessed via the Old Howrah Bridge from Kolkata, the Second Hooghly bridge still decades away. Nevertheless, the college was aided by the government and it

took on the task of building conscious and aware citizens from among a mass who were mostly first-generation learners. To this date, many among the student population are first-generation learners. Despite the challenges of economic constraints, insularity till a certain date, and a mixed crowd of students from diverse backgrounds many of whom join the workforce even as they are studying, the college takes pride in building citizens of eminence who have gone on to achieve a great deal and contribute to society themselves.

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 Practices - One 1. Title of the practice “facilitating First Generation Learners & Minorities with multilingual teaching instructions”.

2. The context that required the initiation of the practice

The College is situated in a location that is predominantly occupied by marginal people and minority communities. The students are basically first-generation learners. In spite of this, they are very dedicated to their studies. The students are regularly participating in co-cultural activities together and they have an elected union where male and female students are the representatives.

3. Objectives of the practice

First-generation students come from families with low incomes or from middle- or higher-income families without a college-going tradition. Some have parents who support their plans for higher education; others are under family pressure to enter the workforce right after high school. Often these students do not know what their options are regarding higher education, and they may have fears about going to college and misconceptions about college and its costs. The teachers identify first-generation students as early as possible so that the teachers can begin to talk with them and their families about college and what high school coursework will prepare them for college.

4. The Practice

? Talk to them about taking Honours courses to prepare for college-level work. ? Make sure that they take a solid, challenging course load so they meet the requirements for academic progression — even if they're not yet sure they'll go. ? Encourage them to take the Honours courses gladly. ? First-generation students may never have been encouraged to assess their talents and weaknesses with a view toward higher education. They are also likely to have had little exposure to the complex college planning process and have minimal knowledge of what education requirements are needed for certain professions. Teachers always Help first-generation students understand how their interests and abilities can connect to a career and higher education options.

5. Obstacles faced if any and strategies adopted to overcome them

In general, no obstacles related to this practice have been by the College. The benefits of multilingualism practices in education include the creation and appreciation of cultural awareness, adding academic and educational value, enhances creativity, the adjustment in society, and appreciation of local languages among the students for which they can interact with an organized medium of communication in any given social set up.

6. Impact of the practice

The students are responding positively to the various measures taken by the college administration in furthering the practice of facilitating first-generation learners and Minorities with multilingual teaching instructions. Many students belonging to the less privileged section of society have developed their confidence.

7. Resources required

As such the above-mentioned practice does not involve a significant amount of expenditure. However, the college is expediting the required expenses from the college general fund for this purpose.

Best Practices - Two 1. Title of the practice “ensuring Ragging-free & Sexual Harassment-free environment in the college campus”.

2. The context that required the initiation of the practice

Ragging in any form is strictly banned and is liable for punishment as per the guidelines issued by the Hon’ble Supreme Court of India and as per the provision of the Indian Penal Code. Ragging is a social evil causing an ill effect on the student community which has a psychological and physical effect on a student.”
Source: newhorizonindia.edu

3. Objectives of the practice

Ragging means causing, Inducing, compelling, or forcing a student, whether by way of a practical joke or otherwise, to do any act which detracts from human dignity or violated his person, or exposes him to ridicule or forbear from doing a lawful act, by intimidating wrongful restraint, wrongfully confining or injuring him or by using criminal force to him or by holding out to him any treat of such intimidation, wrongful restraint, wrongful confinement, injury or the use of criminal force. The objective of the above- mentioned practice is to take preventive measures to show zero tolerance for ragging on the college campus. Source: newhorizonindia.edu

4. The Practice

Anti-Ragging Declarations are taken from all students during admission. The college has also an anti-ragging cell and an anti-sexual harassment cell to redress their grievances if any. There are Security Guards at all the entrances of the college and each student must have to show their Identity Cards at the gates. In the morning section which is exclusively for the girls, no male outsiders are allowed to enter without the permission of the authority. There is a “Grievance Box” for girl students to register their respective grievances. There is a separate washroom for female Teaching and Non-Teaching Staff. Identity cards are issued to all students, teachers, and non-teaching staff. The College ensures the utmost facilities for its girl students in a number of ways. CCTV surveillance within the college campus is a step towards the

prohibition of sexual harassment, and above all the Internal Complaint Committee of the college confidentially takes into account the problems of the lady students in respect of their safety and security. The college has a separate Girls' Common Room. The Common Room is the site where girls of the college meet in their spare hours, discuss and share matters and build amicable solidarity.

5. Obstacles faced if any and strategies adopted to overcome them

In general, no obstacles related to this practice have been by the College. Though the college is situated in a very sensible area, the administration is very alert about that and different types of posters and banners are hung in the different areas of campus.

6. Impact of the practice

The students are cooperating with the college administration to make the campus sexual harassment-free and ragging-free. No incidents are recorded of ragging or sexual harassment within the college campus in the last ten years. The guardians also express their happiness in the meetings with the teachers on this and thanked us to continue it.

7. Resources required

As such the above-mentioned practice does not involve a significant amount of expenditure.

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:

Shibpur Dinobundhoo Institution (College), as an institution has some clear visionary principles which have been stated in the Prospectus of the College. Equity excellence and expansion in the field of Higher Education is the vision of the College. By default, the college is predominantly focused to provide education to the learners of economically and socially backward communities and dispelling the distresses of the learners of the remote villages of outreaching areas in receiving a college education. Events explaining the institutional distinctiveness like the "Teachers' Day" celebration with cakes have now become part and parcel of the College, but what is noteworthy is a parallel observance of typical Bengali events like "Barsho Baron Utsab" (celebrated in April) and "Bijaya Sammiloni" (marking the end of the festive Durga pujas) with sweets. Other events like the "Rakhi Bandhan Utsab" and "Basanto Utsab", the Bengali counterpart of the national festival Holi, as conceived by Rabindranath Tagore are celebrated with equal vigor and enjoyment. The College is even sensitive to and abides by all Holidays declared by the Government (State or Central) in respect of festivities of other minority religious communities. "Rabindra

Jayanti” - the birthday of Nobel Laureate Rabindranath Tagore is celebrated with much enthusiasm. Students’ organization arranges for Iftar Party where teachers and students all are invited.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college has started a vocational course in communicative English and ICT for its students in collaboration with Anudip Foundation. Very soon, the course will run in the campus.

Installation of Solar Power System to partially replace the dependency on thermal power system provided by CESC in order to implement environment-friendly Green Energy practice.

Concluding Remarks :

Despite many odds, the college has stood firmly on the academic ground it has created with the core values of equity, expansion and excellence. Slowly but surely, it has emerged as an important institution with an outreach that extends beyond its immediate periphery. It has established its position as an institution where students from all social sections including economic and religious minority and women join spontaneously to achieve their goals. A healthy working relation among the members of the staff translates into an equally healthy student-teacher relation which is vital for the growth of any educational institution.