



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SAGAR MAHAVIDYALAYA

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The long cherished minds of the Sagar Islanders found an outlet to peep into the wider world of education as soon as Sagar Mahavidyalaya started its dream journey from Sundarban Janakalyan Sangha Vidyaniketan, Rudranagar with some budding students on and from 12th Sept. 1998. Despite the remoteness and the natural inaccessibility to Sagar Island, the largest delta of the world and a holy pilgrimage to the people of our country as well as the people beyond the international border and the towering obstacles from different comers, Sagar Mahavidyalaya sailed off through uncharted sea with flying colours opening its door to welcome the students to flutter their wings freely in order to achieve perfection in their respective fields and to reach the pinnacle of success in a congenial atmosphere.

Catering to the educational demands of the thickly populated island, the college commenced its journey with a few number of students enrolled in the B.A. General degree course in a part of Sundarban Janakalyan Sangha Vidyaniketan, without adequate water and electricity in 1998. In 2000, the College shifted to a new building and the infrastructure spread over 2 acres and from 2015 it offers several courses across 13 departments to nearly 1800 students and attracts the student intelligentsia from various parts of not just Sagar island, but from the neighbouring blocks.

We made a commendable mark in games and sports for the last few years particularly the last two years (both University & non-govt). Sagar Mahavidyalaya deserves a great credit for hosting West Bengal Inter Colleges sports & games championship 2015. We celebrated Annual Social programme, Republic Day and Saraswati Puja in great solemnity and in colourful manner. We have introduced Smart Class Room, Career Councelling Cell, well equipped library and Laboratories and other technological accessories for the betterment of the students. It is worth mentioning that our dream has been translated to reality with the opening of a new science faculty and Sanskrit Honours in this year 2015.

The present Self Study Report is a reflection of the College's efforts to remain at par with academic innovations and Best Practices followed in academic portals all over the country. The Report is a manifestation of the sincere collaborative efforts made by all the stakeholders of the College in putting their best foot forward.

Vision

The Vision of Sagar Mahavidyalaya is to be a leading institution of higher education that empowers students to succeed in a dynamic global community by fostering a culture of academic excellence, innovative research, diversity and inclusion, and social responsibility.

Our vision is to be recognized as a premier institution of higher education that sets the standard for academic excellence and innovation. We strive to provide our students with a comprehensive education that prepares them to succeed in an ever-changing global landscape. We are committed to fostering a culture of creativity and critical thinking that prepares our students to adapt to the challenges of the future.

Our vision is also grounded in the values of diversity and inclusion. We believe that a diverse and inclusive community is essential for the intellectual and personal growth of our students. We are committed to recruiting and retaining a diverse community of students, faculty, and staff who represent a wide range of backgrounds, experiences, and perspectives.

At the heart of our vision is a commitment to social responsibility. We believe that education should not only prepare students for successful careers but also for a lifetime of service to others. We aim to inspire our students to be ethical leaders who are committed to making a positive impact on their local and global communities.

By pursuing this vision, we hope to create a college that is not only a leader in higher education but also a force for positive change in the world. Our vision is to be a premier institution of higher education in Gangasagar and the surrounding region, known for academic excellence, innovation, and social responsibility. We aim to provide our students with a transformative educational experience that prepares them to be leaders in their fields and to make positive contributions to their communities. By harnessing the natural beauty and cultural richness of the Sundarbans, we strive to inspire our students to be creative and innovative problem-solvers who are committed to environmental sustainability and cultural preservation.

Mission

Our Mission

- To provide quality education to the students irrespective of caste, creed, religion, and diverse socio-economic status
- To nurture a sense of inclusiveness and ensure equity
- To promote a culture which is sensitized properly about sensitive issues like gender equality, climate change, freedom of speech, creativity
- To stimulate an academic environment where young minds can thrive on individuality, experimentation and innovation and become intellectually sound, empathetic and self-reliant.

The motto of Sagar Mahavidyalaya; “Knowledge is Freedom”, is indeed the guiding force behind the policies taken by the institute in order to uphold the mission and vision of the college. The governance and decision making in this college is based on participative management and democratic views.

Our mission is to provide high-quality education that fosters intellectual curiosity, critical thinking, and creativity. We aim to prepare our students for successful careers and lifelong learning by offering rigorous academic programs that are enriched by practical experiences and opportunities for personal growth. Through a diverse and inclusive community, we strive to cultivate ethical leadership, civic responsibility, and a commitment to social justice.

At our college, we are committed to providing our students with a comprehensive education that goes beyond

the classroom. Our academic programs are designed to foster intellectual curiosity and critical thinking skills that prepare our students to be lifelong learners. In addition to our academic programs, we provide our students with practical experiences that enrich their education and prepare them for successful careers.

At the heart of our mission is a commitment to diversity, equity, and inclusion. We believe that a diverse and inclusive community is essential for the intellectual and personal growth of our students. We strive to create an environment where all students feel welcome, valued, and supported.

Ultimately, our mission is to inspire our students to make a difference in the world. We believe that by providing them with a high-quality education and a supportive community, we can empower them to achieve their goals and to create a better future for themselves and for others.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college is serving the backward sector of the society and giving education to the students belonging to the extreme rural region of the state, Sagar Island.
2. This college is situated at an island and the only source of higher education here. So the college is beneficial for those who do not want to move from home for further education.
3. Earlier the girl students used to be denied the formal education because of the remoteness of this place and parents' lack of interest of sending the girl students away from home. This college gave them the opportunity to go for the higher education.
4. Out of the total students of the college more than 50% is girl students.
5. The teachers are very dedicated towards their job. They take teaching as a noble profession and they put their heart and soul to it.
6. The teachers are the worthy mentors to the students and run every programme very successfully.
7. With the introduction of the CBCS by the University of Calcutta the college is very much focused to the new course contents, systematic delivery of lesson and infrastructural development so that it can comply with the syllabi.
8. The recent pandemic also taught all the teachers, students and non-teaching staff to work in online mode which is need of the hour.
9. The NSS and NCC unit of the college is very enthusiastic to do new works and to arrange awareness programmes. During the Amphan and Yass Cyclones, these units served the islanders greatly with the aid of the college.
10. The college has different and important committees and Cells to provide help to the teaching staff and the students as well.
11. The college maintains a green plastic free atmosphere and manages its wastes in organized manner.
12. The college has adequate numbers of ICT tool to cater to the need of the students and teachers.
13. The college serves its students at a very low cost. Added to that, during the cyclone times the college conveniently announces concession to the fee amount to help the students.

Institutional Weakness

1. The first and foremost hurdle that the college faces is regarding its location. The College is located in an island which MAKES IT SOMETIMES Troublesome to reach her due to its geographical disadvantage.
2. This place is mostly backward and because of that most students are first generation learners and their parents are not well-to-do enough to support their children's desire for higher study.
3. The college servers approximately around 2000 students, but the classrooms are not sufficient for them.
4. The student teacher ratio in the college is not good. Recruiting is done mainly through a government process called College Service Commission. But that process is very slow and most of the times the college suffers because of inadequate number of teachers.
5. The college also lacks adequate number of office or non-teaching staff. More than two Non-teaching staff have retired in the past two years making it more difficult for the office staff to function smoothly.
6. The college did not receive any funding from RUSA.
7. Because of the geographical location and non connectivity, the college always suffers lack of funds.
8. Though the college has different alumni watsappgroups of different departments but it is unregistered as of now. But the groups are pretty active.
9. The college does not have active wi-fi connection for the students and the number of computers do not cater to the large section of the students.

Institutional Opportunity

1. The college has all the qualities and potential to grow, if the number of teaching and non-teaching staff also grows and infrastructure is reformed accordingly.
2. The college plans to increase its collection of books, e-books and journal in the library.
3. The college plans to increase its collaborations with other institutions to eliminate the shortage of teaching and non-teaching staff
4. The college plans to arrange more hands-on or certificate courses to provide the students with the opportunity to shine.
5. The college plans to include more and more students to these kinds of courses.
6. The college plans to subscribe to different online databases for books and journal so that both the teachers and students are benefitted by it.
7. The college provides scholarship, freeship to the students.

The college plans to organize more webinar, seminars and awareness programmes in the future

Institutional Challenge

1. Due to poor internet connectivity from the student's end, teaching in blended mode is a major challenge for the college, which is located in a fully rural area.
2. The college does not have high-speed internet, poor internet speed outside the campus poses serious challenges in e-governance.
3. Insufficient development funds delay infrastructural development, and high infrastructure costs make it challenging for the college to serve its students at a low cost.
4. Many teachers are struggling to adapt to the online mode of teaching and provide digital teaching materials.
5. The college, located in the Sundarban region and in an island, faces a constant threat of natural

calamities, such as cyclones Yaash and Amphan, which caused significant infrastructural damage to the college. Therefore, maintaining the safety of the infrastructure is a significant challenge.

6. The college is facing challenges due to the scarcity of Group C administrative staff.
7. Obtaining government approval for non-teaching positions is a challenge that the college is facing.
8. Motivating every student to become skilled and technologically equipped is a challenge that the college is working to address since most of the students here are first generation learner.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an affiliated College under the University of Calcutta, Sagar Mahavidyalaya has followed its prescribed syllabus following Choice Based Credit System for B.A since 2017 and for B.Sc since 2018. C.B.C.S offers 16 (sixteen) core courses for Honours. Our College had adopted the subjects for both B.A Honours and General are Bengali, English, Education, Geography, Political science, History, Sanskrit and Physical Education(G) and the subjects for B.Sc general are Mathematics, Physics, Zoology, Botany, Chemistry.

To implement the prescribed syllabus successfully the teachers use TLM, reference books, smart class room, laboratory for lab based subjects, provide study materials and take class tests for evaluation.

Except the theoretical examinations, all the evaluations are done here especially internal and tutorial. Notice for these evaluations even for class tests is put up in advance to make the process smooth.

For reference and text books both the teachers and the students can use our College library. Various kinds of books are available along with them. Departmental library can be used for enrichment.

For experimental learning a large number of programmes is organised by the College in and outside the College campus through project Or field work.

Our faculty members take participation in evaluation process and in setting questions for internal, tutorial and even theoretical examinations.

Teaching-learning and Evaluation

Teaching Learning process is an integral part of education. Regular honours and general classes are held in the respective classroom according to the departments. Every department takes extra classes to complete the

syllabus within the stipulated time announced by the University. Though the college has a large number of students, the ratio of the students and the teachers is not satisfactory. The faculty members of the respective department try hard to provide them learning environment through demonstration, visual aids, organizing departmental exhibitions, field works, analyzing case studies, organizing seminars and conducting quiz competition on the subject-wise topic. Each classroom is well equipped with furniture and blackboard. The college has provided separate laptop or desktop to each department to devise innovation in teaching learning.

The college has installed Wi-Fi unit for the teachers and the students inside the campus but it has not operated yet in full swing. Further some of the departments have their own computer or laptop.

Keeping with the modern pace and changing scenario in global education, the library of Sagar Mahavidyalaya is regularly updated with new resources .N-list and library automation (KOHA) are under process and going to be implemented soon.

Social media is skillfully used by the college through its Departmental WhatsApp Groups and Facebook Pages and all these links are visible on the respecting departmental website. To cater quality education to the students, the college sincerely undertakes some steps from the very beginning of every academic session. Every examination result is displayed on the college notice board and the departmental notice board. Any grievance regarding results is resolved by the concerned department. A satisfactory number of students passed from this Mahavidyalaya are doing jobs in the different departments of the state and union government. A few numbers of students have qualified for NET, SET and other competitive examinations. Students are also encouraged to pursue higher studies. Some students have already enrolled their names for Ph.D in the different Universities of our country.

Research, Innovations and Extension

- Faculty members continue to be actively involved in publications, academic conferences, symposiums, conference presentations, and other activities, especially those who joined later and are still relatively new. Some faculties are involved as editor in journals.
- Many educators, especially junior educators, have registered with prestigious universities for the Doctoral Research Program leading to the award of a PhD.
- Faculties from our college are invited to lectures from other colleges as part of the extension programme for invited talks and related activities, and vice versa for mutual edification. This is done with the purpose of exposing our kids to academic experiences that are surprisingly different.
- The institution has active NCC and NSS corps that are in operation, and students are strongly

encouraged to join them. Our NCC and NSS have a distinguished past that includes not only successful placements but also various community outreach programmes that are conducted all year.

- To commemorate International Yoga Day, the NCC unit invited students from neighbouring schools as part of the extension programme.
- As a backward, vulnerable and disaster prone area, our NCC and NSS units have been played a crucial role and providing the suffering with whatever meagre supplies they could muster.
- Every year, the Sagar Mela takes place in a holy location, and our NSS unit actively participated and helped pilgrims. Thereafter, clean the mela grounds as well.

Infrastructure and Learning Resources

1. Infrastructure:

- The college has 1 two-storied building, 1 three-storied building, and 1 four-storied building for academic activities and administrative works. It has 30 classrooms among which 2 are ICT-enabled, 1 classroom which can accommodate more than 100 students has a setup of cordless microphone and speakers, one classroom has been upgraded to smart classroom with desktop computer, PA system with Wi-Fi. One meeting room is also equipped with portable projector and screen.
- There are 5 well-equipped laboratories for lab-based departments, 31 fully functional computers- laptop + desktop (12 among which are for students' use).
- The College has a separate Students' Union Room, a Girls' Common Room and a canteen.
- The College has a 30 KVA generator and fire safety devices.
- The College has a setup for sports, games (indoor), well-equipped gymnasium inside the campus and outdoor sports are regularly organized in playground just in front of the Institution. The Department of Physical education looks after all these matters.
- The college has adequate facilities for NCC camps and NSS related activities.

2. Library and Associated Facilities:

- The Central Library has a collection of more than 13000 books on different disciplines and some academic journals. The work of library automation is under process. In this purpose the library management software named KOHA is considered.
- Along with the central Library all most of the Departments have seminal Libraries in their respective department apaces.

3. Miscellaneous:

- There are waste-collections bins placed across the premises.
- The college diligently maintains all infrastructural equipment.

Student Support and Progression

- The College performs in various ways to support the students. The college tries its best in providing support services from diverse backgrounds, especially from economically and socially disadvantaged groups. There are many types of Government and Non-government scholarships and freeships. The college encourages applying all eligible students for obtaining scholarships.
- The Student Grievance redressal committee addresses the grievances of the students and ensures that those are aptly dealt with by the concerned authority.
- Details of student progression to higher studies in the last five years to various universities in post graduate courses are given. A few numbers of students who have qualified for NET, SET have also been mentioned. Supporting documents in the form of their certificates are attached.
- Students participate in various co-curricular activities, cultural and sports activities organized by the institution, which ensure their holistic development.
- The college has a registered Alumni Association. The alumni take active part in various sports and cultural activities.

Governance, Leadership and Management

Our college's mission is to create opportunities for students to unlock their full potential and equip them to face the challenges of life and achieve their goals. As a government-aided institution, our management and organization are determined by the State Government. The Principal works closely with the IQAC, department heads, committee conveners, senior non-teaching staff, and student representatives to establish internal policies and programs.

We prioritize quality teaching and innovative, interactive teaching methods. Our institution has perspective plans for comprehensive development, including academic enrichment and non-academic skill development for teachers, students, and non-teaching staff that align with our vision and values.

We follow a decentralized and participatory management approach to governance. The Principal encourages and supports faculty involvement in improving institutional processes and effectiveness. At the start of each session, we establish various committees to encourage staff involvement. We facilitate the professional development of our teaching staff through FDPs and RCs.

Our college has implemented e-governance in administration, examination, finance, and accounts to improve operational efficiency and effectiveness. Student admission procedure is fully online to ensure transparency.

The institution also takes effective measures to support the welfare of its teaching and non-teaching staff. Financial assistance is provided through the cooperative system, while non-teaching staff members can benefit from festival advances and bonuses that are repayable in equal installments at zero percent interest.

The college has a Performance Appraisal System in place for both teaching and non-teaching staff members. Diverse funding sources are managed to ensure the qualitative betterment of the institution. Regular internal and external financial audits are conducted to maintain economic transparency.

The IQAC of the college is highly dynamic and has initiated several quality initiatives such as seminars, skill enhancement programs, and collaborations with other institutions.

Institutional Values and Best Practices

Sagar Mahavidyalaya is committed to a strong value system. We believe in equity and adopt inclusionary practices. We promote equality and equity through various curricular and extracurricular activities. The college gives priority to women empowerment and women's safety. The college strives to make a disabled-friendly campus. The college authority ensures that discrimination on any ground does not take place. The college through various activities promote constitutional values by making students aware of different provisions of the Constitution of India. National and state commemorative days are observed in the college to instil values. We have a green and eco-friendly campus. We have a MoU with e-waste management. The campus has been declared plastic free and smoking is also prohibited. Green Audit has been undertaken to take stock of the campus biodiversity. In future we also in-. The college organises many outreach programmes through which we aim to instil social responsibility among our students. Creating awareness about Climate change as a challenge of SDG is our priority. The college considers 'Addressing the Issue of Low Number of ST Students in the College' and 'With the People of Gangasagar in Climate Crisis' as two of our best practices. The first aims to increase the number of ST students in the college as their number is very low and the second practice is our effort to make the young students aware of the climate crisis and also to be with people of the island in times of climate crisis.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAGAR MAHAVIDYALAYA
Address	Vill and P.O.- Harinbari, P.S- Sagar, Sub Div.- Kakdwip, Dist.- South 24 Parganas
City	SAGAR
State	West Bengal
Pin	743373
Website	sagarmv.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Prabir Kumar Khatua	03210-242882	9733625565	-	sagar.mahavidyalaya@gmail.com
IQAC / CIQA coordinator	Shivdayal Chaudhari	-	9013672949	-	shivam.jnu11@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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

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	21-05-2008	View Document
12B of UGC	21-05-2008	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	Vill and P.O.- Harinbari, P.S-Sagar, Sub Div.- Kakdwip, Dist.- South 24 Parganas	Rural	2.76	2170.22

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	H.S. qualified	English	30	26
UG	BA,Bengali	36	H.S. qualified	Bengali	120	61
UG	BA,Education	36	H.S. qualified	Bengali	61	51
UG	BA,History	36	H.S. qualified	Bengali	91	34
UG	BA,Geography	36	H.S. qualified	Bengali	55	43
UG	BA,Political Science	36	H.S. qualified	Bengali	30	28
UG	BA,Sanskrit	36	H.S. qualified	Bengali,Sanskrit	25	17
UG	BA,B A General	36	H.S. qualified	English + Bengali	700	699
UG	BSc,B Sc General	36	H.S. qualified	English + Bengali	100	46

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				11			
Recruited	0	0	0	0	1	0	0	1	6	4	0	10
Yet to Recruit	0				0				1			
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				11
Recruited	5	3	0	8
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
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.	0	0	0	1	0	0	1	1	0	3
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	3	2	0	5
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		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	455	0	0	0	455
	Female	489	0	0	0	489
	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	131	118	101	109
	Female	117	126	99	120
	Others	0	0	0	0
ST	Male	0	0	2	5
	Female	6	1	1	1
	Others	0	0	0	0
OBC	Male	89	78	66	68
	Female	101	93	89	94
	Others	0	0	0	0
General	Male	290	231	251	243
	Female	252	281	304	317
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		986	928	913	957

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college is a general degree college which is promoting higher education in an area which is detached completely from main land by a flat river. The college offers 2 streams in total, which are
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	<p>Science and Arts. Within Arts subjects there are various disciplines catering to both Humanities and Social Science. This clearly makes the college multidisciplinary in its approach to Higher education. The institution offers 9 programmes in total and a wide number of courses under the CBCS system of the University of Calcutta. There are about 1900 students in the college in the current year. The subject combinations are arranged in such a way that each student gets the opportunity to take up different subjects which compliment each other, thus promoting a kind of interdisciplinary attitude. Sometimes different departments collaborate with each other to arrange seminars on colliding topics. Be it Science Day or World Poetry Day; both are celebrated by every student irrespective of their selected streams. The students studying science can take one curriculum from other streams though it is rare that it is happening the other way round. Thus, with reference to NEP the college is practicing interdisciplinary and/or multidisciplinary courses.</p>
2. Academic bank of credits (ABC):	<p>The college is an affiliated under graduate college under the University of Calcutta and follows the syllabi and the programs as prescribed by the University. The University is responsible for all the semester end exam. The setting of the question to the checking of the papers and publishing of results all happens centrally under the care of the University. The college works completely under the University. All the official decisions of the college is taken by the concerned University. Since, the college has no authority of its own and has no autonomy conferred on it (except designing and organising Add-on or Certificate Courses) it is natural that ABC is not possible in this college. However if the Government changes the rule and allow the college to be actively engaged in ABC it will do the needful.</p>
3. Skill development:	<p>The college believes that along with the institutional or formal education all students should acquire various skills too. The CBCS enables the students to be skilled as per the syllabus of it. In accordance with that the college organises skill based training programme from time to time, be it Yoga training or ICT training courses. As far as STEM or STEAM is concerned the college unless guided by the Government or the University cannot approach on its own. But the college tries to inculcate a skill</p>

	development nature among the students in best possible way.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	One of the strong grounds of this college is the appropriate integration of Indian knowledge system. The syllabus of the college offer Indian languages like Bengali and Sanskrit. The Bengali syllabus under the CBCS system includes a paper which deals with the Folklore of Ancient and modern India. A large number of students enroll and study these languages. Students who take English honours also get the opportunity to read about Indian history and culture through the special paper called Indian English Literature. The English syllabus also includes Partition literature (related to the partition of India) and Post-colonial literature (regarding the English rule in India). The teachers of the college deliver their lectures in bilingual mode (English and Bengali or Bengali and Sanskrit), so that the lectures cater equally to all the students. Indian folk and traditional dance and songs and poem and essay writing competition in Bengali have been included as an event in the annual cultural programme. Students are always encouraged to participate in such programmes.
5. Focus on Outcome based education (OBE):	The college is very much focused to equip its students with skills and knowledge in such a way that when they are released into the real world, they don't feel under-confident to find good jobs. To achieve this goal the college tries its level best. It arranges Add-on courses to develop their skills. The courses of the college are designed according to the CBCS system curriculum prescribed by the University of Calcutta and course outcomes are directed by the curriculum itself. The college is an affiliated one and is governed by the Government of West Bengal. That is why the college does not have any autonomy to design, add or omit its own curriculum and course outcome. But if there is a provision introduced afterwards regarding the autonomy of designing the outcome of courses then the college will definitely do the needful then.
6. Distance education/online education:	Most of the teaching-learning and administrative works of this college is done in face to face mode. But during the recent pandemic the college offered its teaching through online mode. The college is offering various online courses and training programmes to

students as well as to the teachers. These courses are free of cost and are vital for specific skill enhancement. The college has future plans to upgrade and design courses which can be done online which can give the students an industry outlook to make them more competent in job market.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>An Electoral Literacy Club (ELC) is a club formed with the objective of promoting electoral literacy among the citizens of a country. It is an initiative of the Election Commission of India to educate people about the importance of the electoral process, their right to vote, and the role of citizens in a democracy. The ELCs are usually formed in schools and colleges, and they conduct various activities such as voter awareness campaigns, mock elections, debates, and quizzes. The aim is to create a culture of active participation in the electoral process and to encourage people to exercise their right to vote. In any Institution an ELC is a very important part. This college is also planning to form one very soon though till now the club has not been set up. This institution understands and respects the importance of Election in a democratic country like India and is going to establish a Club very soon.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Since Sagar Mahavidyalaya is still under process of forming an ELC, the student's co-ordinator for the Club has not been appointed yet. Similarly the co-ordinating faculty member has also not been appointed yet. But once the Club is formed both the co-ordinator will be appointed in a systematic manner. The ELC is not functional as of now, but after the formation, the college plans to make this Club very functional.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under</p>	<p>As of now, the college could not take any innovative programmes and initiatives regarding ELC. Sagar is situated in Sundarban region and is actually an island. People here are not very aware of the voting rights and its nuances. Once the Club is formed, the college plans to organize various outreach programmes regarding Voter's rights, ethical voting etc. The college believes that these programmes will enhance</p>

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>the active participation of the voters in the voting process. There are many indigenous communities living in Sagar among which these programmes will be very much beneficial.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>During the votes, Sagar Mahavidyalaya serves as a centre for distribution and collection of voting material. Till now the college has not taken any initiatives regarding electoral related issues like research projects, surveys, awareness drives or content creation. Though these are included in the future plans of this college regarding this Club.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Sagar Mahavidyalaya is the only source of higher education in Sagar Island. So, naturally, this college is the representative of the youth of this entire place. This college is the hub of for the budding voters of Sagar Island. The ELC, when formed, is going to give ample amount of efforts so that the college can track down the eligible students above 18 and register the eligible candidates as voters.</p>

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
1871	1682	1690	1757	1714
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 11

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	10	7	7

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
16.45	12.55	34.09	139.05	139.35

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 institution aims at attaining excellent achievement in education by planning and implementing the curricular activities properly in a systematic way. For the said purpose the institution/college engages faculties to make the curricular activities effective by preparing a prospectus, academic calendar, timetable, workload distribution etc.

Planning for curriculum delivery:

The college ensures effective curriculum delivery through a well-planned process before implementation.

- Prospectus: The prospectus of the college which contains information regarding programmes, curricular activities, co-curricular activities, faculty members etc is prepared at the advent of the academic session and is uploaded on the college website to circulate the said information.
 - Programmes and curriculum delivery: B.A(H), B.A(G), B.Sc(G) programmes are adopted in the college with 14 core courses (only for honours), discipline specific elective, skill enhancement course, ability enhancement compulsory course and generic course (only for general) since 2018. Before that all programmes follow the courses of the (1+1+1) system.
 - Academic calendar: Before the commencement of the academic session the college prepares an academic calendar and draws up a timetable in advance to lead the curriculum delivery accordingly.
 - Implementation: The curricular activities are systematically implemented in the classes through the teaching-learning process, evaluation process.
- Each department selects the courses, distributes papers and workload among faculties.
 - The faculties follow various course methods like traditional classroom methods, tutorials etc and also use TLM, projector etc.
 - The faculties also provide study materials on curricular activities and ask for their feedback by giving tasks, assignments, tutorials.
 - The slow learners are identified and remedial or special classes are held for them.
 - HODs of each department monitor the teaching learning process.
 - There are also several committees like exam subcommittee, cultural committee to supervise on curricular and co-curricular activities.
 - Apart from classroom education: the educational excursion, field work, project work, lecture by experts are held for the experimental learning of the learners.
- Assessment of curriculum delivery: For periodic assessment and review on curricular activities the class test, internal assessments are undertaken.
 - The faculties set the question papers for internal assessments, check the answer script and upload

the obtained marks of the learners.

- The exam subcommittee supervises and looks into the assessment process.
- The authority sits down with all HODs to overview the effect of curriculum delivery.

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

1.2 Academic Flexibility

File Description	Document
1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)	
Response: 0	
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

The Sagar Mahavidyalaya has been working for the overall development of the students. Various courses, namely, Human Values and Professional Ethics, and Environmental Studies have been introduced as mandatory courses for all programme of a degree course to address issues such as Gender Equality, Sustainability, Human Values and Ethics. Study on environmental studies, Disaster management etc, are offered as open electives.

Human values and professional ethics:

To instil Moral, Social and Ethical values, the college educates Human Values and Professional Ethics as credit courses for all B.A /B.Sc. programs. These courses help students gain a worldview of the self, society and profession. It emphasizes on the holistic understanding of ethical human conduct, and trustful and mutually satisfying human behaviour. The college also conducts Blood Donation Camp, Swacch Bharath, and awareness programs in the nearby villages to promote National Integrity, Human values, and Communal Harmony.

Environment and Sustainability

Environmental Studies is an interdisciplinary course. The course is offered as a mandatory course for all the U.G programs. The course includes the study of natural resources with emphasis on renewable energy resources, the importance of conserving the present ecosystem, promoting biodiversity, perils of environmental pollution and raising awareness on environmental and social issues.

Open Elective courses under CBCS

Disaster Management is offered as an open elective to understand various types of natural and man-made disasters, their occurrences, effects, mitigation and management systems in India, the role of Geographical Information Systems (GIS), and Remote sensing technology in disaster mitigation and management.

National Service Scheme

The College also has a vibrant NSS wing which encourages student participation in programmes like (tree plantation), Swacch Bharat Abhiyan and bringing awareness on renewable energy sources, and conservation of water and electricity. The Ecosystem of the college conducts guest lectures on environmental awareness and celebrates Eco Week annually highlighting the importance of environmental conservation.

Gender Sensitization

The 'Human Values and Professional Ethics' course includes a unit on social responsibility inculcating civic sense and virtues highlighting issues related to the dignity of women at home and workplace. Discussions, debates and guest lecturers pertaining to gender sensitization are arranged.

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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: 0

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

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

1.4 Feedback System

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

Response: D. Feedback collected

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 76.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
976	907	907	946	883

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1213	1213	1213	1213	1213

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response: 65.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
399	372	324	358	331

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
546	546	546	546	546

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

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

Response: 170.09

2.3 Teaching- Learning Process

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

Response:

Response:

The college introduces many student-centric methods for enhancing teaching learning process more effective. One such method is Mentoring System for Students.

- **Objective of the Practice:** To minimize drop-out students through personal counselling.

? **Need Addressed & the Context:** Students undergo various problems of stress. Considering the student teacher ratio in classrooms, it is impossible at a time to take a special care of a particular student in the class. One solution, therefore, is a Mentor who can form a bond with the students in true sense. Mentoring is required for the students to achieve emotional stability and to promote clarity in thinking and decision-making for overall progress of the students.

- **The Practice:** The practice is that of creating an efficient mentor-ward system. Each teacher is assigned ten to twelve students. They meet those students at least once a week to discuss, clarify and share various problems which may be personal, social, academic etc. The teacher involves local guardians and parents as well, whenever necessary. The students are asked to share their e-mail id and mobile numbers with the teachers and their peers, so that a social network is established among the teachers and the taught.
- **Evidence of Success:** It is needless to say that a mentor gets the job satisfaction. Evidence of success of the practice includes better results in the examinations, regular attendance, increased participation in co-curricular activities, better discipline on the campus and humble relationship between the teachers and the students. Prospects of turning out as a well adjusted citizen and a responsible human being also increases through this learning process.
- **Resources :** This practice requires well committed teaching staff who have the desire to help the students beyond the usual teaching hours and infrastructure provided to do so in terms of classrooms and a conducive atmosphere.

Another such method is Teacher-ward Tutorial System.

- **Objective of the Practice :** To enable the high achievers to reach their ambitious goals in life and the slow learners to reach the minimum qualifying level so that they can get a solid platform in their life.
- **Need Addressed & the Context:** An average Indian classroom has the students of diverse quality according to their socio-economic background. The high achievers are often left without challenges to employ their full potential. The low achievers do not have the minimum skills to cope up with the demands of the course of study. From this context arises the need to level up proficiency and offer appropriate help for holistic development.
- **The Practice :** Each teacher identifies high and low achievers from their respective classes. Each teacher takes at least two to three low achievers as his or her wards under sustained supervision and care to assist them to improve their academic performance. Advanced learners are helped by providing extra handouts/reading materials and are encouraged to consult reference materials and websites. The college Career and Guidance Cell and faculty help the students in their plans to translate into reality for future development and progress.
- **Evidence of success :** The Pass percentage in most of the departments is desirable according to the standard of the students of this locality.

? **Resources :** This practice requires willing and committed teachers and reference materials.

Response:

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

2.4 Teacher Profile and Quality

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

Response: 76.67

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

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

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

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

Response: 100

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	10	7	7

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	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:

Response:

Sagar Mahavidyalaya is affiliated to the University of Calcutta and strictly follows all the rules & regulations laid out by the university regarding examination and evaluation. Our college strives to ensure a mechanism of continuous internal assessment which is transparent and fair.

? Transparency, flexibility and robustness are the three main indicators for the internal assessment.

? Sagar Mahavidyalaya follows all the rules and regulations prescribed time to time by the University of Calcutta for the internal evaluation process of the theory as well as the practical subjects.

? This process is circulated to the students during the time of orientation program at the beginning of every academic year.

? Similarly most of the departments organize a semester wise orientation program with the students along with their parents in the first / second week of the beginning of every academic year.

? All the students are then provided college prospectus and college website link.

? Marks for the experiments for the practical based subjects is displayed on the Departmental notice board within a week from the commencement of the laboratory session.

? Tests are conducted internally, subjects wise for more than two times as to give the absentees fair chance to maintain a uniform internal system under a permissible circumstances.

? Students are given assignment and project topics on the basis of their ability and to bring out the best as per their intellectual competence.

? Slow learners are permitted to improve their marks by redoing the experiments /projects/

assignments/ tests, if they score low.

? Head of the respective Department is fully empowered to suggest the reassessment of the total marks by the approval of the faculty members of the department.

? Any grievance or issue related to internal marks is resolved at the department level by the HOD in consultation with the other faculty members.

? Marks of theory paper are displayed by the program heads on the department notice board after the University declares the result.

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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

Response:

Under Graduate Departments

Course Outcome : Bengali Honours

Bengali literature is very rich in its numerous aspects. Many renowned writers and poets have created immortal writings in Bengali. Rabindranath, being a noted writer in Bengali, earned world recognition and was awarded Noble Prize in literature in 1913. Bengali literature is much needed in the field of language and literature.

? The human aspects related to culture, society, economy, psychology get widened in the close touch of literature and creativity which also finds an outlet through it.

Course Outcome : English Honours

English has taken a vital role to uplift the economic standard of the people of our country. It is not read only for economic purpose but also for the translation of cultural heritage to the people of our country from abroad.

Course Outcome : History Honours

Unlike before, History today is no more considered as a mere study of past facts, deeds of the kings and the emperors. On the contrary, in accordance with the present concept of history, courses are designed to create a sense of the past in a more comprehensive way.

Course Outcome: Sanskrit Honours

Students will develop progressively increased ability to read and understand Sanskrit texts ,vedic texts and literature.

Course Outcome : Political Science

The subject caters the knowledge about the rules and regulations as well as the political structure of the

states of the world.

Course outcome: Geography Honours

The students of Geography will be able to develop a solid understanding of the concepts of space ,place ,and region and their importance with regard to the world affairs.

Course outcome: Education Honours

Students of Education will be able to understand the aims ,function & role of Education in socio economic contexts.

Physical Education (Gen)

It develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives ,both in and out of the institution.

Course Outcome : Physics (Gen)

Students of Physics will be able to

? Demonstrate knowledge of selected topics from classical mechanics ,quantum mechanics ,statistical mechanics ,electrodynamics and thermal physics and be able to apply these knowledge to analyze a broad range of physical phenomena.

Course outcome : Chemistry (Gen)

Students graduating in Chemistry will be able to the fundamentals of acid /base equilibria , including pH calculations, buffer behaviour, acid/base titrations, and their relationship to electrophiles and nucleophiles.

Course Outcome : Mathematics (Gen)

Students will be able to

? apply mathematical concepts and principles to perform computations.

? Communicate mathematical knowledge and understanding.

? Apply technology tools to solve problems.

Course Outcome : Botany (Gen)

Students graduating in Botany will be able to

? Learn the plant diversity and classification of plants.

? Develop enhanced environmental understanding and awareness.

Course Outcome: Zoology (Gen.)

Students graduating in Zoology will be able to

? Students will learn the level of the gene, genome, cell, tissue, organ and organ-system, physiological adaptations, development, reproduction and behaviour of different forms of life.

Under Graduate Departments

Course Outcome : Bengali Honours

Bengali literature is very rich in its numerous aspects. Many renowned writers and poets have created immortal writings in Bengali. Rabindranath, being a noted writer in Bengali, earned world recognition and was awarded Noble Prize in literature in 1913. Bengali literature is much needed in the field of language and literature.

? The human aspects related to culture, society, economy, psychology get widened in the close touch of literature and creativity which also finds an outlet through it.

Course Outcome : English Honours

English has taken a vital role to uplift the economic standard of the people of our country. It is not read only for economic purpose but also for the translation of cultural heritage to the people of our country from abroad.

Course Outcome : History Honours

Unlike before, History today is no more considered as a mere study of past facts, deeds of the kings and the emperors. On the contrary, in accordance with the present concept of history, courses are designed to create a sense of the past in a more comprehensive way.

Course Outcome: Sanskrit Honours

Students will develop progressively increased ability to read and understand Sanskrit texts ,vedic texts and literature.

Course Outcome : Political Science

The subject caters the knowledge about the rules and regulations as well as the political structure of the states of the world.

Course outcome: Geography Honours

The students of Geography will be able to develop a solid understanding of the concepts of space ,place ,and region and their importance with regard to the world affairs.

Course outcome: Education Honours

Students of Education will be able to understand the aims ,function & role of Education in socio economic contexts.

Physical Education (Gen)

It develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives ,both in and out of the institution.

Course Outcome : Physics (Gen)

Students of Physics will be able to

? Demonstrate knowledge of selected topics from classical mechanics ,quantum mechanics ,statistical mechanics ,electrodynamics and thermal physics and be able to apply these knowledge to analyze a broad range of physical phenomena.

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File Description	Document
Upload Additional information	View Document

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

Response:

Response :

The institution assesses the progress and performance of the students through the following mechanism.

? The institution regularly monitors the outcome, progress and performance of the students throughout the duration of the course/program in the classroom interaction.

? The Mahavidyalaya always keeps vigil the performance of the students through attendance ,discussion ,tutorials , class tests ,seminar etc.

? Identifying the slow and the advanced learners from the above mechanisms the policy is revised and modified time to time as per necessity.

? Moreover the students are encouraged for the creativity in literature in the form of writing articles ,poems ,essays etc.for the college annual magazine(Srijan) .The best ones are selected by the expert teachers only.

? The Physical Education Dept.of the college try to foster sportive skills among the students through the district level ,inter colleges or state level competitions. Thus the course outcomes and the program outcomes are fulfilled through such activities.

? Our college also tries to attain the course outcomes and program outcomes by conducting activities such as cultural activities ,NSS activities ,Youth Parliament ,various competitions ,health and environment awareness programs.

? The institution with IQAC of the college always encourages the teachers to arrange workshop , National and International seminar or webinar to promote the academic qualities of the faculties.

? The Mahavidyalaya strictly follows the academic calendar to run the academic activities throughout the year and tries to achieve the level based outcomes of all the courses and programs in a systematic manner.

? We celebrate every occasion of national or internal interest to encourage the students to inculcate the true ideals or spirits.

? Through our well equipped laboratories ie Geography, physics, Mathematics , Chemistry , Botany, Zoology labs students get more opportunities to learn comprehensively about their respective subjects according to their needs and capabilities to get well acquainted with the particular subject.

Response :

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File Description	Document
Upload Additional information	View Document

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

Response: 83.65

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

2021-22	2020-21	2019-20	2018-19	2017-18
269	326	283	241	232

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

2021-22	2020-21	2019-20	2018-19	2017-18
382	326	286	333	288

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.51

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

The institute has been undertaking a wide array of activities in diverse areas so that India can meet its future aspiration of positioning itself particular emphasis on education, health, and the environment. The institute aims to prepare earnest participants for a holistic life leading to the realization of their true potential, and liberation of the Self as well. The key areas of focus include Language and Literature, Yoga, Sustainability, Political and Economic Thought. The proper integration of the Indian knowledge system is one of this college's strong points. Bengali and Sanskrit, two Indian languages, are offered on the college's curriculum. The Bengali curriculum for the CBCS system includes a paper on Indian folklore from both ancient and contemporary times. These languages are studied by many students who enrol. Through the specialised paper known as Indian English Literature, students who choose to major in English with honours also have the chance to read about Indian history and culture. The English curriculum also covers post-colonial literature (concerning English control in India) and partition literature (concerning the division of India). To ensure that all students have access to the lectures, the college's professors deliver them in both English and Bengali or Bengali and Sanskrit. The yearly cultural programming now includes a Bengali essay writing competition as well as an Indian folk dance and song competition. Students are constantly urged to take part in such initiatives.

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File Description	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: 1

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
1	0	0	0	0

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

3.3 Research Publications and Awards

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

Response: 0.64**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	3	0	0

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

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:** 0.09**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
1	0	0	0	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1 Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The college is located in a remote and isolated area in Sundarban where the people are vulnerable and face natural calamity (like sever cyclone, embankment erosion and tidal flood) in different times. Both frequency and intensity of cyclone has increased over the period. Thus the staffs are naturally accustomed to the problems of the local community. The college organizes various activities in the neighborhood which helps the local communities and also sensitizes the students to the social issues for holistic development. The college has been organizing relief camp after natural calamities in different parts of Sagar Island. The college organized medical camp in different part of the Sagar Island and supply free medicine of the victime people who are effected by natural calamities.

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File Description	Document
Upload Additional information	View Document

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

Response:

The college is situated in a remote and secluded region of Sundarban, where the locals are at risk and frequently encounter natural disasters (such as severe cyclones, embankment erosion, and tidal flood). The team is therefore well familiar with the issues facing the neighbourhood. The institution sponsors a variety of neighbourhood events that benefit the surrounding neighbourhoods. Following natural disasters in various areas of Sagar Island, the college has been organising relief camps. The college set up medical clinics throughout Sagar Island and provided free medicine to those who had been affected by natural disasters. The Sagar Mahavidyalaya has been provided voluntary service during natural calamities (Amphan-2020 and Yaas 2021) in the Sagar Island. As a result the college recived certificate from local administration like- Gram Panchayet, Block Development Office.

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File Description	Document
Upload Additional information	View Document

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	0	3	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

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

Response: 0

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

- The Institution has thirty fully functional classrooms. All the classrooms are well ventilated. Three classrooms have been upgraded to smart classrooms. One meeting room is also equipped with portable projector and screen. The hybrid mode of teaching is followed.
- It has a well-equipped laboratory in the Dept. of Geography. Dept. of Physical Education and each of the Science (General) departments have laboratories at initial stage.
- It has a Computer Room with ten desktop computers with LAN facilities and one printer. This Computer Room is also used as a laboratory for Geography Department.
- It has one Central Library which has a varied collection of books and some academic journals. It has one desktop computer with internet facility and one multifunctional scanner, printer & copier for staff. It provides reading as well as lending services to staff and students and printing & reprographic services to the staff. It also has a reading room for the students with 25-30 capacity. There is one desktop computer in the Central Library reading room for students' use.

Most of the honours departments have departmental libraries also.

- It has one Seminar Hall, around 300 capacities, well equipped with microphone, speakers, projector (portable).
- There is one desktop computer with internet facility in the Staff room.
- It has a Girls' Common Room.
- It has a small canteen.
- It has one Gymnasium with essential equipment and there is a large playground supervised by Sagar Panchayat Samity, just in front of the Institution, which is used by the Institution for students' practice, annual sports, etc.
- It has a 30 KVA (Kirloskar) generator for uninterrupted power supply.
- Each floor of the Institution is installed with fire safety devices, especially in the Laboratories

which are high-risk area.

- Initiative taken for rainwater harvesting plant and ground water recharge.
- It has sent a requesting letter to the BDO, Sagar Block as a result of which, the students of the College can travel with a concession rate in public transport.
- It has a setup for sports, games (indoor), gymnasium inside the campus and outdoor sports are regularly organized. Students regularly participate in inter-college sports activities. There is a Sports Sub-Committee to monitor the whole matter of sports throughout the year.
- It has facilities for the indoor-outdoor games. Moreover, guidance regarding food and nutrition is also provided to the players for their overall development.
- Sagar Mahavidyalaya NCC Unit with 160 Cadets belongs under the 33 Bengal BN NCC Unit.
- Sagar Mahavidyalaya NSS Unit belongs to University of Calcutta. It has 100 volunteers who participate in regular as well as special camps throughout the year.
- It has a Cultural Sub-Committee to monitor the cultural activities in the Institution. There are one hall and one open space for cultural program. Annual cultural program and competition are organized to boost up the students in various cultural fields. Significant days are also celebrated with cultural activities throughout the year. Prizes are awarded to talented and meritorious students during the annual program.
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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**Response:** 63.84**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
2.99	1.0241	4.07	107.32	102.62

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

4.2 Library as a Learning Resource**4.2.1 Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students****Response:**

The College has a Central Library as well as departmental libraries in most of the honours departments. Presently, the Library runs physically. The library has closed access for students. There is a catalogue cabinet for students' use. All the registers are maintained manually in a regular manner. There is a varied collection of different disciplines not restricted to the syllabus only. Students and Staff (Teaching, Non-teaching) are the users of the library. They use the library very frequently. The work of library automation is under process. In this purpose the library management software named KOHA is considered. The Institution has already paid fees for subscription of N-LIST database of INFLIBNET.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The Institution has updated its IT infrastructure facilities with time and need. There is a mega broadband in College Office, Principal's Room, Library and most of the departments. Upgradation is carried out from time to time on a regular basis with the introduction of software upgradation and new technology. Anti-virus software is updated regularly for all the computers. The college website is maintained by Infonetics, Kolkata.

The Institution has 26 desktop computers, 4 laptop computers, 4 multifunctional scanner, printer & copier, 4 LaserJet printers, 1 Dot matrix printer, 5 projectors, 1 video camera with tripod, 2 smart board.

The College campus is also Wi-Fi enabled for official and academic purpose.

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The College campus is also Wi-Fi enabled for official and academic purpose.

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

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

Response: 170.09

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

Response: 11

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**

Response: 11.12

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
8.172	3.026	9.539	6.421	10.813

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 56.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
1553	917	905	820	771

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

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

Response: D. 1 of the above

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

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

Response: 0

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
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

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

Response: B. 3 of the above

File Description

Document

Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance

[View Document](#)

Proof related to Mechanisms for submission of online/offline students' grievances

[View Document](#)

Proof for Implementation of guidelines of statutory/regulatory bodies

[View Document](#)

Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education

during the last five years

Response: 4.83

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
58	12	5	1	2

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
382	326	286	333	288

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

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

Response: 0.2

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

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

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

5.3 Student Participation and Activities

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

Response: 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
0	0	0	1	1

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: 1.8

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

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

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

5.4 Alumni Engagement

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

Response:

Alumni Association is the mirror of the college, reflecting the personal and professional achievement of students. The college continues its interaction with students even after they have formally left the college for higher education or job opportunities through an active Alumni Association which was formed in the year of 2014 consisting of former students. The Alumni Association of Sagar Mahavidyalaya was registered on 17th June 2022 under the West Bengal Societies Registration Act, XXVI of 1961(Reg No-S0027949). It is committed to cause of academic development of the college and lends wholehearted support to activities augmenting this development.

MEMBERS OF THE ALUMNI ASSOCIATION

NAME	DESIGNATION
DEBASIS JANA	PRESIDENT
GOUTAM KHARA	VICE PRESIDENT
SUTANU MAITY	SECRETARY
NIMAI CHARAN DAS	ASST. SECRETARY
TAPAS MANDAL	TREASURER
	6 ADDITIONAL MEMBERS

The Organization has taken several steps towards initiating useful activities:

- The Alumni Association organizes reunions of ex-students; arranges Blood donation camp and collaborates with NSS in participation and contribution in social activities.
- During Amphan and Yaas cyclone many areas of Sagar were affected badly. The members of the association play an important role in raising fund and subsequent relief works.
- Members of the association take leading part in the college social and cultural program.
- The alumni also take an active role in the Foundation Day program annually organized by the college on 12th September.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 *The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

Response:

Being the only college in a detached Island called Sagar, Sagar Mahavidyalaya is the only source of higher education for the students here. The vision of this college is “Educate one, educate the nation”. Sagar Mahavidyalaya is committed to converting its vision into reality in its governance and actions. The college is located in a rural and cyclone-prone coastal area and providing education to the economically weaker section. Since Sagar is completely detached by a flat river from the main land, the students and college staffs here works under extreme conditions. Majority of the students here are first generation learners. This college is trying to create opportunities for them so that they can stand on their own feet and can inspire the next generation.

The management policy of Sagar Mahavidyalaya is totally decentralized and well-balanced. Both the teaching and non-teaching staffs of the college are adequately represented in every body and committee of the college. Be it the Governing Body or the Sub-Committees like Academic sub-committee, Admission sub-committee, Exam sub-committee, Students’ Support committee; it is mandatory for every employee in this college to be member of at least two committees. More or less every teaching staff holds the convener position of at least one sub-committee. The positions are also not fixed; it shuffles between the faculty members regularly, so that, a transparency can be retained in the administration of the college. Participative management can also be seen in the students’ representation in the executive bodies of various departments, societies and committees.

The motto of Sagar Mahavidyalaya; “Knowledge is Freedom”, is indeed the guiding force behind the policies taken by the institute in order to uphold the mission and vision of the college. The governance and decision making in this college is based on participative management and democratic views. The Governing Body of the college cooperates with the Teacher-in-Charge in every matter to establish and regulate a cordial and scholastic environment in the college. The Teacher-in-Charge personally communicates with the teaching and non teaching staff members to ensure they are not facing any incongruities in their work. The academic and co-curricular activities of the college are regularly discussed in the Teachers’ Council and Academic Sub-Committee meetings which are held regularly. The institution strictly adheres to the Academic calendar.

The administration of this college is very student friendly. All faculty members actively participate in designing and implanting strategic plans and also collaborate with the students in arranging functions and fests.

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

6.2 Strategy Development and Deployment

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

Response:

The organogram of Sagar Mahavidyalaya is a reflection of democratic and participative governance. The overall administrative environment and financial matters are supervised by the very equipped Governing Body of the college. The Teacher-in-Charge, on the other hand, remains in charge of the everyday

functions and decision. The assistance of the teaching and non-teaching staffs is always sought in this regard. Both the Governing Body and the head of the institute work in collaboration with each other and complement each other perfectly.

- The Governing Body of the college is a democratically elected body where every entity of the college gets representation. It consists of

1. President
2. Teacher-in-Charge (Secretary)
3. Govt. Nominee- 02
4. University Nominee- 02
5. Teachers' Representative- 03
6. Non-teaching Staff Representative- 01
7. Students' Representative- 01

- The functions of the Teacher-in-Charge are supported by the faculty and non teaching staffs who form the sub committees. There are various sub committees in this college for planning and executing various administrative, non-administrative and cultural actions.
- The Teachers' Council supervises and divides the duties among the concerned sub committees and bid them to take decisions related to academics, workload, admission, purchase and maintenance, workload, time-table, discipline and codes of conduct, curricular and extracurricular activities of the college according to the guidelines of the UGC and University of Calcutta.
- The library is headed by the Librarian who manages the library assistants and attendants in maintaining the library. Headed by the Librarian, the Library Sub- Committee is always determined to take measures for upgrading the quality and facilities of the central library.
- The college took the initiative to build a separate building for the science stream so that the students can have enough space for lab facilities. Though the building is still incomplete at least two floors of it are fully functional now and used by science departments as well as two other departments.
- While the Sub-committees and the central office work on their share of the duties, it is the duty of the IQAC to carefully assess the quality of the works done and takes measures of improving it every day. The IQAC assures the quality in the teaching-learning and evaluation process. IQAC also collaborates with various departments to arrange seminars and webinars.
- The institution has MOUs with different institutions and regularly collaborates with them to take quality initiatives.

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

6.2.2 Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Effective Welfare Measure:

Sagar Mahavidyalaya takes several welfare measures when it comes to the well-being of the teaching and non-teaching staff. The college staff automatically become eligible to take advantage of these schemes as soon as they join the permanent jobs in college. They are also eligible for govt. health scheme and medical reimbursement scheme, as they are permanent employees of the State Government.

List of existing Welfare measures

- The college facilitates effective delivery of accounts-related matters to its staffs.
- The permanent teaching staffs can pray for a nominal amount as their salary if their Government approved fixation process takes longer. The college approves these prayers immediately and tries to help the employees as early as possible.
- Before the major festivals a fair amount is given from the college to the contractual employees as bonus to make them able to enjoy the festivals as greatly as possible.
- A college-appointed lawyer provides consultation to the teaching and non-teaching staffs regarding their yearly payable taxes, medi-claims, PPFs and other related matters. The office staffs are always at hand and ready to help if any employee seeks advice regarding financial matters.
- The permanent employees can take loan without interest from provident fund.
- The permanent employees are eligible to take CCL (Child Care Leave) and Maternity Leave whenever they need and the college cooperates with them in every situation.
- All the Government welfare schemes are properly disbursed among the employees.

Performance Appraisal System

The college has Performance Appraisal System for teaching staffs following the most recent UGC regulations. Candidates may offer themselves for assessment for promotion if they fulfill the minimum API scores required according to the UGC Career Advancement Scheme guidelines. The faculties submit

an application and the required PBAS (Performance Based Appraisal System) proforma (as per UGC norms) as per the proper guidelines laid out by the UGC CAS (which also includes fourth Amendment of UGC Regulation titled University Grants Commission on minimum qualifications for appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in Higher Education. The IQAC takes active participation in the process by encouraging every faculty members, experienced or young, to perform their duties as per requirement. Candidates who do not consider themselves eligible can also apply at a later date.

For non-teaching staffs, UGC regulated Career Advancement Scheme is not applicable. They are subject to promotion in their respective fields after a period of service not less than 10 years. They may however, sit for exams conducted by the state government for immediate promotion if they qualify in the said exams.

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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), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 40.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	16	1	1	1

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
8	10	10	10	10

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)****Response:**

The institution being situated in a rural and cyclone-prone area has always experienced shortage of funds. This institution is a Government aided college and not a college directly governed by the government; so the funds are always insufficient considering the huge necessities that the college has. Whatever funds come in the way has to be spent on the infrastructural activities which are still under moderate. The science building is still incomplete and every year more than one cyclones hit the island leaving the institution building damaged in some way or the other. So, the college authority is always on the lookout for funds to supplement their existing resources and has a very strategic way to mobilize it so that not a single penny is wasted in the process. The college first makes an yearly budget to navigate the income and the expected expenditure at the start of every financial year, so that, the institution has a clear idea about the optimization of funds beforehand. Then at the end of the financial year the college appoints an Internal Auditor who prepares the audit and then it is tallied with the already prepared budget. Most of the time both the lists matches with each other.

The college moderates student's fee structure every year in order to procure additional funding. In the span of two years (2020-2022) three deadly storms (Amphan, Bulbul, Yaas) have hit the island leaving it completely devastated. In those cases the college had to give relaxation and concession to the fee of the students. Added to that the college looks after the infrastructure augmentation, wi-fi, computers and software bills, purchase of books and journals, lab equipments and beautification of the college with the funds granted by the government and non-government sectors.

The college has a transparent financial system and audits are performed regularly in both measures be it

external or internal. The fund received by the college is used for holistic development. The college plans a budget at the beginning of the financial session which is approved by the college's Administrative Body. The Auditors are appointed by the DPI, WB who visit the college on a regular basis and check all the financial transaction with supporting documents. Auditing is done in accordance with auditing standards generally accepted in India. These standards require that the auditors plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. There were no major objections raised by the auditor so far.

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File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

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

improvement in various activities**Response:**

In any institution IQAC is the most significant body. Sagar Mahavidyalaya is not an exception to that. The prime responsibility of IQAC of this institution is to initiate, plan and supervise various activities. Internal Quality Assurance Cell (IQAC) has been established in the college strictly following the guidelines provided by the UGC. The IQAC of Sagar Mahavidyalaya takes measures to improve the all round development of the quality of the institution. It also monitors all NAAC appraisal related works. The primary task of the IQAC is to look after the overall performance of the college, be it teaching-learning or administrative and research work.

The IQAC at Sagar Mahavidyalaya takes reports of the teaching learning progress from every department at every meeting held at the end of each academic session to assess the departmental performances. The IQAC seeks detailed departmental profiles on various aspects such as admission, curriculum implementation, examination results, extracurricular activities, and research output of teachers. Based on the analysis of the departmental performances, the IQAC provides constructive feedback to the departments for internal quality enhancement and setting higher goals to meet new challenges. In addition, the IQAC collects online feedback from students on the teaching-learning-outcome and encourages departments to organize seminars, webinars (during the recent pandemic), projects, field trips, student seminars, and workshops on relevant themes. The IQAC also procures new laboratory equipment, books and learning resources, online competitive examination opportunities, and establishes industry-academia collaborations to provide updated knowledge and job opportunities for the students. Furthermore, the IQAC has taken initiatives towards infrastructural development by constructing classrooms and laboratories, and introducing certificate and Add-on courses.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The college has taken the following measures for the promotion of gender equity:

1. **Safety and Security:** Complaint and suggestion boxes placed on every floor of the college building. Anti-ragging committee and prevention of sexual harassment committees are formed. Complaints and suggestions are anonymously reported and actions are taken following the inquiry by the committees. However no such no such complaint has been reported to the committee. CCTV will be installed.
2. **Counselling:** Counselling for female students conducted by the Teacher-in-Charge and teaching faculties. Topics covered include female student drop-out, continuing studies after marriage and domestic responsibilities. It is also done in the classrooms by the teaching faculties.
3. **Common rooms:** Dedicated common room for female students is provided where male students are not allowed. Facilities for board games and other indoor recreational activities are provided. College gym has dedicated time allotted for female students.

The college promotes gender equity and gender sensitization through the following curriculum:

1. English Honours Programme

1. Feminist texts like 'An Introduction', 'Rajmohans' Wife' and 'Bravely for the Queen' are taught in CC3.
2. CC11- 'Women's Writing' has feminist texts like Mary Wollstone craft's A Vindecation of the Rights of Woman.

1. Education Honours Programme

1. In DSE – B2 of Semester – VI, a paper named 'Women Education' is taught. It identifies major constraints of women education and women empowerment.

1. Political Science Honours Programme

1. A topic 'Gender and Politics' is taught in CC-12: 'Political Sociology'.
2. In Political Science Honours syllabus, sex and gender debates and gender equality are taught in DSE-A-1 'Gender and Politics'

1. Political Science as a Generic Elective Paper

1. DSE B-6-2A 'Feminism: Theory and Practice' deals with gender issues.

1. History Honours Programme

1. CC1 - 'History of India from the Earliest Times to C 300 BCE' paper deals with gender issues in the 'Historical Interpretations' section.
2. Gender is also taught in CC3 – 'History of India C 300 BCE to C 750 CE'.
3. In Group – B of CC4 'Position of Women in Medieval Europe' is taught.
4. 'Social Classes and Emerging Gender Relations' is taught in 'The French Revolution and its European Repercussions' in CC11.
5. In CC13: History of India has a topic 'Debates Around Gender' and 'Nationalism and Social Groups: Interfaces'.
6. In CC14, 'Second Wave of Feminist Movement' is taught.
7. A topic named 'Social Reforms and the Women's Question' is taught in DSE-A1.
8. A topic named 'Women's Movements in Bengal 1920-1946' is taught in DSE-A3.

1. History as a Generic Elective subject

1. Gender issues are taught in CC1/GE1, CC-4/GE-4

The college has taken the following measures for the promotion of gender equity:

1. **Safety and Security:** Complaint and suggestion boxes placed on every floor of the college building. Anti-ragging committee and prevention of sexual harassment committees are formed. Complaints and suggestions are anonymously reported and actions are taken following the inquiry by the committees. However no such no such complaint has been reported to the committee. CCTV will be installed.
2. **Counselling:** Counselling for female students conducted by the Teacher-in-Charge and teaching faculties. Topics covered include female student drop-out, continuing studies after marriage and domestic responsibilities. It is also done in the classrooms by the teaching faculties.
3. **Common rooms:** Dedicated common room for female students is provided where male students are not allowed. Facilities for board games and other indoor recreational activities are provided. College gym has dedicated time allotted for female students.

The college promotes gender equity and gender sensitization through the following curriculum:

1. English Honours Programme

1. Feminist texts like 'An Introduction', 'Rajmohans' Wife' and 'Bravely for the Queen' are taught in CC3.
2. CC11- 'Women's Writing' has feminist texts like Mary Wollstone craft's A Vindecation of the Rights of Woman.

1. Education Honours Programme

1. In DSE – B2 of Semester – VI, a paper named 'Women Education' is taught. It identifies major constraints of women education and women empowerment.

1. Political Science Honours Programme

1. A topic 'Gender and Politics' is taught in CC-12: 'Political Sociology'.
2. In Political Science Honours syllabus, sex and gender debates and gender equality are taught in DSE-A-1 'Gender and Politics'

1. Political Science as a Generic Elective Paper

1. DSE B-6-2A 'Feminism: Theory and Practice' deals with gender issues.

1. History Honours Programme

1. CC1 - 'History of India from the Earliest Times to C 300 BCE' paper deals with gender issues in the 'Historical Interpretations' section.
2. Gender is also taught in CC3 – 'History of India C 300 BCE to C 750 CE'.
3. In Group – B of CC4 'Position of Women in Medieval Europe' is taught.
4. 'Social Classes and Emerging Gender Relations' is taught in 'The French Revolution and its European Repercussions' in CC11.
5. In CC13: History of India has a topic 'Debates Around Gender' and 'Nationalism and Social Groups: Interfaces'.
6. In CC14, 'Second Wave of Feminist Movement' is taught.
7. A topic named 'Social Reforms and the Women's Question' is taught in DSE-A1.
8. A topic named 'Women's Movements in Bengal 1920-1946' is taught in DSE-A3.

1. History as a Generic Elective subject

1. Gender issues are taught in CC1/GE1, CC-4/GE-4

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

7.1.2 The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

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:

1. The college believes in inclusivity and encourages the participation of diverse religious, linguistic and socio-economic groups.
2. Annual Cultural Program and Annual Competition celebrate the unique aspects of various communities and effort is made to ensure that different practices and ways of living are given space for expression.
3. Blood Donation Camp is organised in the college which is attended by existing stakeholders of the

college, alumni and local communities.

3. The college celebrates the following commemorative days like , International Women's Day, Teacher's Day, National Science day, International Yoga Day, World Environment Day, Rabindra Jayanti Celebration that sensitise students about tolerance and harmony.

4. International Mother Language Day is organised in the college. If found, the college faculties will identify linguistic minorities and make efforts in the classroom to engage in pedagogical practices that take into account the diversity of language and dialect in Sagar Island.

5. The IQAC of the college organised a webinar titled 'THE IDEA OF CONSTITUTIONAL MORALITY'.

6. The college celebrates the Independence Day and the Republic Day in keeping with the principles of the Constitution of India.

7. 'Constitutional Government in India' is taught as a course (CC3) to the Political Science Honours students. Constitutional values and rights are taught as a general paper in module 1 of 'Government and Politics in India' (CC3).

8. After cyclones like Amphan and Yaas, the staff of the college raised donation from teaching and non-teaching staff to organise a relief camps help the needy people of Gangasagar.

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

7.2 Best Practices

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

Response:

Best Practice 1

Title of the Practice: With the People of Gangasagar in Climate Crisis

Objective of the Practice:

- 1. to make the students of the college and the local community aware of the issues of the climate crisis especially in the context of Gangasagar.**
- 2. to instil social responsibility among the students and children of the locality.**
- 3. to extend support to the people of the island in their struggle against the climate crisis.**

Context :

Gangasagar has been hit by several cyclones in the last two decades. The island was hit by the cyclone 'Aila' in 2009, 'Bulbul' in 2019, 'Amphan' in 2020 and 'Yaas' in 2021. The island is also at risk of immersion. Climate change is a major concern of the around 3 lakh people residing in the island. In such a context, the college is committed to play its role in making the young students aware of the crisis at hand and to help them in times of need.

The Practice:

The college has arranged climate change awareness programmes in the college. Students of the college have volunteered in the various tree plantation programmes in the campus and outside the campus. The college has also organised Environmental and Health Awareness camp in nearby

Rudranagar Anandamoyee Gandhi Smriti F. P. School to make the children aware of climate and health related issues. After the cyclone 'amphan' and 'yaas' hit the island, the college organised relief camps in different places in the island with funds raised from the staff of the college. The cyclone-hit people of the island were provided with food and clothes. A health camp was also organised after the 'yaas' cyclone where medicines and sanitary napkins were also provided.

Evidence of Success:

- 1. The students have been aware of the issues of climate change through awareness programmes in the forms of seminars and lectures. They have developed social responsibility which is reflected in their enthusiasm for outreach programmes.**
- 2. The local community is being sensitized by the environmental awareness camps organised by the college. More such camps will be organised as a long term project.**
- 3. The cyclone-hit people attended the organised camps after the cyclones as they were in need of relief. They were happy with our effort.**

Problems encountered and Resources Required:

Poverty is a major challenge for the poor people here for which they focus mostly on meeting their basic necessities. The college needs human and financial resources to deal with the climate crisis.

Best Practice 2

Title of the Practice: Addressing the Issue of Low Number of ST students in the College

Objectives of the Practice:

- 1. To address the issue of lower number of ST students in the college. It is presumed that the practice will make the parents of the children understand the necessity of education and create awareness about higher education as a possible means to achieve social mobility for ST Social Groups.**
- 2. To sensitize the participating students of the socio-cultural condition of the ST Social Groups.**

Context:

The number of ST students has been low in the college. Only 8% of the total sanctioned seats were filled up in the session 2018-2019. But the number started to drop more consecutively for the next two sessions. Only 4% of sanctioned seats were filled up in the 19-20 and 1% were filled up in the 20-21 session. The driving principle of this practice was that a quality higher education could address the social and economic backwardness of the people.

The Practice:

Sagar Mahavidyalaya designed to engage with ST Social Groups. After consulting with the local

administration, we chose the Lodha community, a ST social group, in Gangasagar to conduct an awareness camp. The awareness camp took place in Radhakrishnapur of Rudranagar Panchayat in 2021. The students of the college with other students and staff reached out to an NGO which works with the Lodha community as the point of contact. Another awareness programme was organised in the grounds of 'Adivasi Yuva Sangha Club' in the Ramkarchak Gram Panchayat in 2022 to sensitize the ST Social Group from that area. Local panchayat members were approached as point of contact for the second outreach programme. These are the initial steps towards building long term engagement with the ST social groups residing in the island. The students along with faculties conducted interactive sessions with the communities.

Evidence of Success:

1. The college has collected photographs of field immersion with pictures of the interactive sessions as well as student engagement with the communities. It is also evident from data that in the session 2021-22 the percentage has increased to 8%. The program is in the initial stages and needs more time.
1. Students who volunteered to be part of the program have been sensitised to the socio-cultural condition of the ST social groups. Those students have developed skills in community outreach. They have also learnt the existing living practices of Lodha community that have minimum interaction with others and have limited channels of communication with other groups in the Island.

Problems encountered and Resources Required:

The immediate problem was the dire financial difficulties faced by the families which made them pull out their children from college. The major problems that were encountered were due to factors outside the college's reach – the two major cyclones, Yaas and Amphan that made their landfall in Sagar in 2020 and 2021 as well as the COVID19 pandemic. It has also been found that many of them do not have caste certificates. Moreover the Lodha community leads a secluded life and are not open to outsiders entering their local spaces. The Lodha community identified the lack of proper documentation - including birth and death registration and certification, lack of address proofs and Aadhar cards, voter ID cards and any ICDS or school enrolment certificates - as a major challenge.

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File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness

The entire world is dealing with the challenges posed by climate change. It is also considered a significant challenge to achieving sustainable development. Policy makers around the world are trying to find ways to deal with such problems. Sagar Mahavidyalaya is located right at the heart of Sagar Island, an ecologically sensitive area of the larger Sundarbans. The island is facing severe climate change related catastrophes and weather extremities. Because of its unique geographical location, Sagar Mahavidyalaya considers climate change awareness as well as sustainable development practices as the main thrust area of the college. We believe that as a college of this vulnerable island, both the faculties and students can contribute to this critical issue.

Over the last few years, the island is battered by some of the most severe cyclones to have recorded in India and the monsoons in the region has become wetter and more destructive. Similarly, rising sea levels and consequent erosion of the coast has been posing severe challenges to the local communities who depend largely on fishing, farming, and other agricultural activities for their livelihood. The problems faced by Sagar Island are unique, which demands that centralized top-down solutions often need to be rethought before applying to local context like Sagar. Thus, even public policies need to be evolved from the ground up and this requires the educated youth of the island to be aware of climate change, its impact on the island as well as strategies that could help the local community to address some of the devastating consequences of extreme climatic events.

Following this thrust area, the college identified climate change awareness among the youth and community to be the specific area to focus on, and programs and strategies were devised to address the objectives of this thrust area. The long-term goal of the project was to equip the youth of Sagar to be agents of climate action in the island, and spearhead campaigns and activities which would help the community to

devise local strategies while being educated about global phenomena that decide their fate in the island.

To roll out the objective of the project, educating the youth and the community about sustainable development goals (SDGs) as well as equipping them with tools to look at localized climatic events as part of the larger trends in climate change was practiced by the college. SDG related talks and seminars were organized by the college and the students were encouraged to do outreach programs in the form of street plays in public places to take the message to the larger masses. Some of the themes of SDGs as well as the Millennium Development Goals that particularly affected Sagar – like marine pollution, energy conservation as well as the necessity to implement solutions for clean and safe drinking water – were identified to be the main focus area of the outreach programs and students were specially asked to bring up with local solutions which are sustainable and which have been practiced in their locations for generations. The college collaborates with the local self-government in organising climate change related events as well lend necessary help in the form of materials and volunteers during cyclones or monsoon related distress. Sustainable Development and issues of Climate Change are also taught in the AECC subject to all students of the college in semester 2.

Following the close working of the college with the local community, there has been a significant improvement among the people about climate change awareness and local communities are talking about the need to build resilience as well as think of innovative solutions that could help them navigate difficult times. The students volunteer in various environment protection events and are the torchbearers of the goals of sustainable development in the island. Thus, the college makes constant efforts to reach to the largest section of the local population through these activities and its role in addressing the future challenges that Sagar faces in terms of climate change is widely accepted within the community as well.

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File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

As a college situated in Gangasagar, we are uniquely positioned to offer our students a one-of-a-kind educational experience that integrates academic rigor with cultural immersion and ecological awareness. We aim to be a center of excellence for research and scholarship in fields related to the Sundarbans, and to contribute to the intellectual and cultural life of the region and beyond. By harnessing the power of education to promote social and environmental justice, we aim to create a better future for ourselves and for future generations of students in Gangasagar and beyond.

We also aim to cultivate ethical leadership, civic responsibility, and a commitment to social justice. Our students are encouraged to think critically about the issues facing their communities and the world and to engage in activities that promote positive change. We believe that our graduates have the potential to make a positive impact on the world and we are committed to helping them develop the skills, knowledge, and values necessary to do so.

Sagar Mahavidyalaya is a vibrant educational institution located in the serene and unique setting of Sagar Island, West Bengal. The college has been dedicatedly working towards providing quality education and all-round development opportunities to its students from diverse socio-economic backgrounds. Through its various academic, research, and extension activities, the institution has been striving towards achieving its vision of becoming a centre of excellence in higher education in the region. The college has made significant progress in terms of infrastructure development, curriculum enrichment, and student support services over the years. However, there are still some areas that require attention and improvement, such as faculty development, research output, and industry-academia collaboration. With the active involvement of all stakeholders, including the management, faculty, students, and community, the institution is confident of continuing on its journey towards excellence in the coming years.

Concluding Remarks :

This SSR report of Sagar Mahavidyalaya highlights the institution's strengths, challenges, and the way forward. This SSR acknowledges the college's commitment to providing quality education to its students despite facing various challenges, such as poor internet connectivity and natural calamities. The report also acknowledges the efforts made by the college in ensuring transparency and accountability through online admission procedures, financial support to staff, and regular audits. The report suggests that the college should work towards addressing its challenges, such as infrastructural development and staff shortage, and further enhance its quality initiatives, such as collaborations and skill enhancement programs. Overall, the conclusion of the NAAC SSR report emphasizes the importance of continuous improvement and the college's dedication towards providing holistic education to its students.

In conclusion, Sagar Mahavidyalaya is committed to providing quality education to its students and is constantly striving to improve its academic standards and infrastructure. The college has made significant progress in terms of academic achievements, research publications, and student outcomes in recent years. The institution has a strong faculty, dedicated support staff, and a dynamic IQAC that is committed to improving the quality of education and ensuring the well-being of the students. The college also faces several challenges, such as poor internet connectivity and natural calamities, but it has taken proactive measures to mitigate these issues.

The institution has implemented e-governance, performance appraisal systems, and effective welfare measures for its staff to ensure transparency, accountability, and fairness. Sagar Mahavidyalaya is committed to its vision of becoming a center of academic excellence and providing students with opportunities to develop and utilize their potential to face the challenges of life and achieve their goals. The college is confident in its ability to meet the expectations of all its stakeholders and looks forward to a bright future ahead.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 1 Answer After DVV Verification :0</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	57	0	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
57	0	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1839 Answer after DVV Verification: 0</p>																				
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: D. Feedback collected</p>																				
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>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 Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	0	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	0	2	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	3	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	1	3	3

Answer After DVV Verification :

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

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

Answer before DVV Verification : 3

Answer After DVV Verification :0

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary

during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.99	1.024	4.07	107.32	102.62

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.99	1.0241	4.07	107.32	102.62

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

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8.172	3.026	9.539	6.421	10.814

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8.172	3.026	9.539	6.421	10.813

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1553	917	1104	1081	1043

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1553	917	905	820	771

5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : S.No1, 3 and 4 have been considering based on supporting documents /attachments provided by HEI.</p>																				
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 949 1046 1084"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>39</td> <td>41</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1164 1046 1299"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	39	41	36	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	3	3	3
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	39	41	36																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	3	3	3																	
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <ol style="list-style-type: none"> 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>																				
6.3.3	<p><i>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</i></p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2018 1046 2085"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

19	16	1	1	1
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	16	1	1	1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations