



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**BARASAT GOVERNMENT COLLEGE**

**BARASAT GOVERNMENT COLLEGE BARASAT, 10, K. N. C. ROAD, NORTH 24  
PARGANAS, KOLKATA**

**700124**

**[www.bgc.ac.in](http://www.bgc.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

One of the distinguished institutions of higher education in West Bengal, Barasat Government College traces its origin to a period of great social upheaval in West Bengal following the Partition of India in 1947. During the inception of the college in 1950 the state was reeling under the pressure of the huge influx of refugees and consequently it was envisioned as an institution primarily for serving the needs of and empowering the socially and economically underprivileged population of migrants settling around Barasat and its vast rural hinterland which shared the international boundary with the then East Pakistan.

Further back in history the town of Barasat had been touched by the light of the Bengal Renaissance and served as a seedbed of women's education during the nineteenth century. While the great novelist and author of our national anthem, Bankim Chandra Chattopadhyay had been the first Indian Deputy Magistrate of the town, great social reformers and educationists like Ishwar Chandra Vidyasagar, Peary Charan Sarkar, Kalikrishna Mitra were known for undertaking several social reformative actions in Barasat, including the development of education, especially women's education. It was here that the first private school for girls in Bengal was founded in 1847 by Kalikrishna Mitra with the help of Peary Charan Sarkar. Barasat Government College inherits this glorious cultural past and strives to carry forward its legacy. Barasat Government College inherits this glorious cultural past. Needless to say, this inheritance, together with the original vision of the college to impart quality education to the socially marginalized victims of the Partition adds to our responsibility towards the society and the nation.

Following this ideal of inclusive education Barasat Government College upholds its mission of providing an inclusive space where students, especially those from the weaker sections, can receive the fruits of higher education irrespective of their social, economic, religious and cultural backgrounds. This is also manifested in the high rate of enrolment of SC, ST, OBC and Minority students. The ratio of the girl students of the college is also noticeably high. We remain aware of the fact that the more challenging task and the greatest one may be – is providing the access to higher education especially to those deserving sections of the society, who occasionally stop after finishing school education for various kinds of challenges-financial or other. It is our mission to prove that even a first generation learner can be a front runner given the opportunities, right facilities and guidance.

### Vision

To inculcate an urge for knowledge and enlightenment in the younger generation so that they can be ready to participate in the Nation's development, adding to its welfare, progress, security and environmental protection.

### Mission

- I. To keep up its glorious tradition of excellent academic performance and inclusive growth as well as quality assurance with equal opportunities.
- II. To increase women's participation in the field of higher education as a part of the legacy of this town.

- III. To provide access to higher education to a greater number of students particularly from the weaker sections, irrespective of religion, race, caste or creed through formal and non-formal (distance learning) modes of learning without compromising with quality.
- IV. To impart high quality education to the students with the aim of inculcating all-round knowledge and developing skills among the students in order to generate new resources for the country.
- V. To inculcate the knowledge of liberal arts, social sciences, basic sciences, biological sciences, physical education and other multi-disciplinary fields of modern relevance.
- VI. To develop a responsible, sensitive youth force having social commitments towards the greater good of the society at large.
- VII. To lay emphasis on value education so that the students become worthy citizens with noble ideals of serving their motherland.
- VIII. To promote analytical and empirical research and micro-studies in basic and social sciences and humanities with special emphasis on the needs and problems of the allied areas.
- IX. To ensure accountability to the society and foster accountability at all levels.
- X. To build up general environmental awareness and a community feeling for the locality at the micro level along with current ecological consciousness on global issues at the macro level.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. The well-connected geographical location, low fee structure and high quality UG and PG teaching make it the first choice of the brilliant as well as the needy students of Barasat and its large rural hinterland. This is reflected in the fact that the college receives around 11500 applications for 1620 seats.
2. The faculties are recruited through a stringent process by the State Government through the Public Service Commission following UGC norms.
3. Most of the teachers have prior experience of serving in rural, semi-urban and top level urban colleges under different reputed universities of West Bengal and this makes them not only academically sound but also sensitive to the needs of the socially diverse student population.
4. 70% of the faculties have Ph.D. degree and four are working as Ph.D. supervisors. Cumulatively the faculty has more than 250 research publications. One of our faculty members from the Zoology Department has received an ICMR fellowship from research in USA while another from the Physics Department has worked in a SERB funded research program.
5. The college has a pro-active NSS unit, Gender Sensitization committee and a very proficient Student Support Cell and Scholarship Cell to look into matters related to social responsibilities, gender awareness and the students' needs respectively.
6. Good security arrangements with round the clock CCTV surveillance around the campus ensure a safe campus.
7. High speed internet connection is available in all the departments as well as the campus.
8. A 10KWh (WBPCB) and a 20KWh (WBREDA) solar panel installed at the college roof produces green

energy on a large scale.

9. Ambient air quality and noise monitoring system is installed at the premises.
10. An automated library with over 85000 books and departmental libraries with 5000 books and e-resource accessible through INFLIBNET, academic websites etc are available for the benefit of students and faculty.
11. The institute has a keen awareness of and a responsibility to connect with the different ministries of the central government for taking relevant pledges of social responsibilities.
12. Almost all faculties have undergone NEP sensitization and awareness through UGC-MMTTP.

### **Institutional Weakness**

Despite having various strengths as mentioned above the institute faces several major stumbling blocks in its endeavour to stay in tune with the rapid evolution and developing ideas in the field of education. To put it briefly, technological backwardness, lack of private funding, inadequate government funding and shortage of technological, infrastructural and faculty resources are the problems that plague the institute. These are elaborated below:

1. Lack of autonomy from both the Government and the Affiliating University (WBSU).
2. Inability to introduce new job oriented professional and vocational courses.
3. Transfer policy of the government for the teachers and the Principals often hamper the smooth and stable functioning of the departments as well as the college administration.
4. Technological backwardness in terms of inadequate smart classrooms and other state of the art facilities is another weakness. A percentage of the faculty, though very low, is still not skilled to use modern technologies for academic purpose.
5. There is a lack of hostel facilities and a play ground. At present the college shares the playground with the adjoining government school.
6. Inadequate number of classrooms.
7. A dearth of skilled non teaching staff.
8. Lack of financial resources and non-fluidity in expenditure process. The institute is maintained by PWD (Social) of PWD (Electrical) of the Government of West Bengal and the college administration essentially has little control over its maintenance. Funds for maintenance are also inadequate. Thus the delivery of services become slow and even absent sometimes. Recently, the state funding received by the government colleges has also been reduced.
9. Faculties have trouble getting recognized as Ph.D. Supervisors from the affiliating university. Hindrances are faced from some of the University PGBOS in this regard.
10. Lack of systemic mechanism for counting students' progression. A sizeable number of students are also reluctant to remain connected and do not co-operate with the institution after completing their education despite sincere efforts from the departments.
11. Limited industry co-operation, paucity of consultancy and exchange programs and inadequate start up, incubation and skill development program.

### **Institutional Opportunity**

Being placed at an excellent geographical location in the heart of the town, the institute attracts students from around four Parliamentary constituencies and almost ten Legislative Assembly constituencies because of its low fee structure, highly qualified faculty, well maintained teacher student ratio and a reputation of seventy five

years of excellence.

1. Education is provided at a very low and affordable cost and holistic, comprehensive and all-encompassing education is imparted such that the students become responsible citizens of India.
2. Novel and student-friendly learning methods are adopted by the departments to facilitate experiential learning and delving deep into the subject. Academic enlightenment and holistic development are targeted through the nurturing of spiritual, mental, physical beings of the students both collectively and individually.
3. The institute has SWAYAM, INFLIBNET, in house NIELIT, BoS and other online resources available for the teachers, students and the non-teaching staff to facilitate further study while pursuing their degree courses, research and normal work schedule.
4. Developing the communication skill, employability, technical skill, analytical abilities among the students through different add on (VAC) courses and seminars.
5. Inculcating stronger bonds and mutual understanding and inclusiveness by increasing support in different participative platforms, conferences, workshops, seminars etc.
6. Activities in collaboration with social organizations through MoU in order to make the students better adapted with social realities and cultivating the understanding about the Indian traditions, geographical outlook and indigenous knowledge systems.
7. In order to tap the unharnessed potentiality of students, alumni platforms have been formed in each and every department along with the main Alumni platform. This has the potential for enhancing the employability skills and making the students more market ready.
8. The institute has the possibility to spread its infrastructure in diversified areas through State Govt. projects and funding in the ensuing future.
9. New courses with future-oriented outlooks and compatibility with social needs may be introduced in future.

### **Institutional Challenge**

Being a Government college where more than 3000 students acquire their education every year in 13 departments (of which 4 run PG courses), the institution has to face several challenges.

1. As most of the students are from rural background and are first and second generation learners our endeavour of imparting holistic education through cross-culture dialogue and inculcating socio-economic awareness is a challenge that has to be overcome each and every year.
2. Monitoring the slow and advanced learners for the achievement of the optimum learning outcome and to set-forth plans collectively and individually is a major challenge.
3. Adopting classical as well as emerging teaching methodologies with the blackboard, ICT presentation and Smart classroom presentation for the students is to be fully implemented.
4. More teachers' training programs and FDPs are also required in order to use new pedagogical tools and methodologies more proficiently.
5. All vacant non-teaching, teaching and librarian posts have to be filled up and skill level of non-teaching staff are to be upgraded through their participation in relevant training programs.
6. Procurement of library books and resources, journals, periodicals has to be increased to encourage the frequent use of the library. In the post-Covid period this also happens to be a major challenge because of curtailment of fund allocation by the government.

7. More Government funding for pursuing research, infrastructural development and everyday operations of the institute is required.
8. Plans are to be formulated to introduce vocational and professional courses through NGOs, NSS, in house NIELIT and Women's Cell.
9. Other co-curricular activities linked with NEP-2020 such as field visit, case study, experiential learning, internship are to be arranged for the grooming of the students to make them better prepared to cope with the competitiveness of the job market.

All the stakeholders have to be sensitized about the judicious use of water, energy and not using plastic so as to foster a greener environment.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Though the institute does not enjoy autonomy in designing the curriculum, several teachers of the college play an indirect role in the process as members of university Board of Studies. To facilitate the smooth delivery of the curriculum the departments carefully plan the teaching schedule and continuous evaluation through internal examinations following the master routine and academic calendar of the college. In order to optimize this process class duration and college hours have also been increased to accommodate the credit structures of the CBCS and NEP curricula.

### Academic Flexibility

The college offers several General Elective subjects to Honours students which cut across the divide of science and humanities. The NEP curriculum also provides the students the option to choose Multidisciplinary Courses (MDC) from other disciplines which they have not studied previously. The college has adequate infrastructure, faculty strength and a meticulously designed routine to allow this horizontal movement across different streams. Moreover, the college has offered add-on and value-added courses in **32** unique topics during the last 4 years. More than 23% of the students have been benefitted by these courses during the last academic year.

### Curriculum Enrichment

The teachers continually endeavour to enrich the curriculum by integrating crosscutting issues like gender, professional ethics, human rights, environmental consciousness etc with the topics in the syllabus. The students are also encouraged to participate in various extracurricular and outreach activities organized by NSS, Nature Club and ICC, in which these values are further inculcated. Projects and field trips are arranged to inspire students to transcend the strict boundaries of the curriculum. In the last academic session 18 projects were undertaken in 9 departments and 11 field trips were organized by 3 departments covering more than 40% of the overall student strength.

### Feedback System

The college regularly collects feedback maintaining strict confidentiality from students on the teaching-learning experience and from students, employees, guardians and alumni on the infrastructural facilities and campus environment. These are analyzed and the issues are promptly resolved to ensure the satisfaction of all stakeholders.

## Teaching-learning and Evaluation

**Student Enrolment and Profile:** The college conducts online admission following the guidelines of the state government. We have an enrolment percentage of 76.57% with over 1200 students admitted annually. The reservation policy of the state government is strictly maintained during admission. The percentage of reserved seats (SC, ST, OBC etc.) filled for the First-Year admission during the last five years is 81.38.

**Student Teacher Ratio:** In the last academic session (2022-23) our student: Full-time Teacher ratio was 26.94:1. During the last 5 years 97.17 % of the sanctioned teaching posts have been filled up. The percentage of full time teachers with NET/SET/SLET/Ph.D is 81.55.

**Teaching Learning Process:** We employ several student-centric methods such as field visits, educational tours, magazine publication, seminar presentations etc to promote experiential learning, participatory learnings and problem-solving skills. A learning process blending traditional and e-learning methods has been followed. Teachers frequently use modern ICT enabled tools and students are also encouraged to use the same for their academic and co-curricular preparations and presentations. During the pandemic period teachers used several online platforms and applications like Google Meet, Google Classroom, Zoom, Jamboard, Google forms, WhatsApp etc for teaching and these are still used alongside regular offline classes.

**Evaluation Process and Reforms:** Our college follows an efficient, transparent and effective evaluation system through end-semester university examinations, internal examinations and continuous assessments. Different methods including written tests, quizzes, vivas, presentations, practical tests etc are used for continuous evaluation.

**Student Performance and Learning Outcomes:** The pass percentage of students during the last five years is 90.97 with several students securing top ranks in the final university examination. The course outcomes, program outcomes and program specific outcomes, CO-PO-PSO mapping, and articulation matrix for each and every course have been meticulously framed and published on the college website. Moreover, attainment scores of COs and POs of all students have been calculated using direct and indirect method.

We have fully prepared for **student's satisfaction survey** by creating a complete database comprising of several detailed information of all current students of the college.

## Research, Innovations and Extension

The institute provides infrastructural and technical support to the faculty for pursuing research activities. During the last five years **10 Grants** for Research Projects were received from different Government agencies like DST, UGC, SERB, and ICMR etc. by 5 teachers amounting to INR of more than **38 lakhs**.

## Innovation Ecosystem

The institution has created an ecosystem for innovation, creation and transfer of knowledge through visits to different institutions and laboratories, hands on training in mushroom cultivation, creating and maintaining a small herbal garden with several medicinal plants etc. Apart from these **82 workshops/seminars/conferences** including programs on Research Methodology and Intellectual Property Rights (IPR) have been organized during the last five years for the benefit of students and faculties.

## Research Publications

**257 research papers** have been published in various academic journals by the faculties during the last five years. **89 book chapters** and papers in national/ international conference proceedings have also been published during the same period.

## Extension Activities

Regular awareness campaigns, rallies and programmes on environmental awareness, health and sanitization are undertaken by the NSS. The college has adopted a slum in nearby Saradapally where NSS volunteers have undertaken cleanliness drives and awareness programmes on literacy, drug addiction, vector borne diseases etc. Programmes on social, environmental and gender issues along with extension activities like fieldwork, lab visits etc. have been organized by various departments throughout the period to encourage holistic development of the students. **153** such programmes have been held from 2018 onwards.

## Collaboration

**9 teachers** have undertaken **20 collaborative research** activities with faculties from other universities and research institutes. Two of our faculty members have also worked in international universities in collaborative research projects. Till date **25 MoUs** have been signed with non-government organizations, other educational institutes, and government agencies. This has facilitated the exchange of faculties, internship of students, organizing add-on courses, conducting outreach activities and awareness programmes on various social and environmental issues. The MoUs with Barasat and Madhyamgram Municipalities have also expedited the waste management of the college and local community development activities undertaken by the college.

## Infrastructure and Learning Resources

### Physical Facilities

The college has 13 departments of which 4 also offer PG courses. These departments are housed in 3 buildings viz. the Main Building, Annex Building and Chemistry Building spread across the **2.288-acre** campus. The college has adequate infrastructure including **61** classrooms of which **19** are ICT enabled, **26** well-equipped laboratories, **11** computer Rooms, a well-stocked Central Library as well as departmental libraries, administrative office, staff rooms for teachers, a seminar hall, a computer centre maintained by Data Q and a study centre of Netaji Subhas Open University. The college provides additional facilities for students like students' union room, gymnasium, separate common rooms for male and female students, sick room, cheap store, canteen, concrete playground with basket ball court, a sports field shared with the adjacent government school etc.

### Library as a Learning Resource

The college library which has been automated using KOHA (Version 23.05.08.000) and Integrated Library Management System (ILMS) boasts of a rich collection of books and journals. With over 85000 books and ~ 680 journals, it serves as a comprehensive resource for academic exploration. Additionally, it has Infflibnet N-List Membership for e-Journals, ensuring access to electronic resources. Besides the Central Library, each department has well-stocked Seminar libraries for the use of departmental students and faculty. The library houses Satyendranath Tagore Study Centre for Civil Services where students from the vicinity can get learning



inputs for Civil Service Examinations.

### **IT Infrastructure**

The college has **122** computers with Wi-Fi internet access to meet the requirements of teaching and learning. The ratio of computer to students at present is **1:24**. The entire campus is equipped with high speed internet and wifi with optical fiber network having a speed of **50 MBPS**

### **Maintenance of Campus Infrastructure**

Annual Maintenance Contracts have been drawn up with various companies for the regular maintenance and upkeep of computers, CCTV's, air conditioners, water purifiers etc. The college being a government institution, the PWD (Civil) and PWD (Electrical) are responsible for the maintenance of the buildings and electrical connections.

### **Student Support and Progression**

Besides providing quality education at a very low fee structure, the institution has a robust system to help financially disadvantaged students get access to a range of financial aids from various government and non-government sources as well as the provision for partial or full fee waiver. Almost 90% students have received these benefits.

### **Capacity Building and Skill Enhancement**

The institution has planned a number of projects aimed at enhancing students' abilities such as life skills (yoga, physical fitness etc.), language and communication skills and computer application.

### **Guidance for Competitive Examinations and Career Counseling**

During the last five years more than 50 percent of the students have been benefitted by the 31 career counseling events and guidance for competitive exams workshops organized with the help of both internal and external experts.

### **Grievance Redressal Mechanism**

The institution has active ICC, Anti-Ragging Cell and Grievance Redressal Cell for promptly handling complaints from students. The students are sensitized about the working of these bodies, the mechanism for lodging complaints through public awareness campaigns and display boards. This ensures the easy accessibility and utilization of these facilities by students when necessary.

### **Student Progression**

More than 30 percent students have progressed to higher education and research in premier institutes like IIT, NIT, BHU etc or have gained employment. Many have qualified in national exams such as NET, GATE, CUET etc.

### **Students' Achievements**

Our students regularly participate and earn accolades in various extra-curricular activities. During the assessment period our students have participated in around 170 sporting and cultural events and earned 14 awards.

### **Alumni Engagement**

The college boasts of several illustrious alumni including 2 scientists involved in the Chandrayan-3 Mission. Barasat Government College Alumni Association (BGCAA) is also actively involved in organizing college events, providing career guidance for students and extending funds including the donation of mobile phones to needy students during the lockdown.

### **Governance, Leadership and Management**

Keeping in mind the vision and mission of inclusivity and holistic education the college administration functions in a decentralized manner through the administrative and academic committees and subcommittees constituted under the IQAC and Teachers' Council, which ensures the participation of various stakeholders and the inclusion of diverse perspectives in the decision making and management of the administration through regular meetings.

### **Strategy Development and Deployment**

Being a institution under the control of the Government of West Bengal, the appointment and service rules are determined by the State Government. The internal administration monitored by the principal and IQAC through the various committees prepare and implement a perspective plan for all round development including Student Quality, Faculty Empowerment, Administrative Measures and Infrastructural Augmentation. In order to bring in increased efficiency, transparency and accessibility the college has been employing e-governance measures in various aspects of its operation including administration, admission, finance and accounts library etc.

### **Faculty Empowerment Strategies**

The college has an appraisal system for the daily activities of the employees as well as a mechanism for annual appraisal monitored by the Government. All teaching and non-teaching staffs enjoy the benefits of government health schemes, pension, paid leaves etc. The faculty members are encouraged to attend faculty improvement programmes and to this end the college provides financial assistance whenever feasible.

### **Financial Management and Resource Mobilization**

Being a government institute the college is run primarily on government fund received under different heads like Infrastructure, Maintenance etc. Besides it also receives small amounts of non-government fund from admission fees, venue fees for hosting competitive exams etc. The funds are optimally utilized for college development and financial audits are undertaken.

### **Internal Quality Assurance System**

The IQAC has conducted a number of audits like academic, administrative, gender etc. and taken feedback from the various stakeholders as quality assurance measures. It has also put in place a policy for identifying and

encouraging slow and advanced learners and setup online students' portals for accessing question banks and study materials. The IQAC encourages community engagement through outreach activities and holistic-education through the establishment of clubs for students.

### **Institutional Values and Best Practices**

Barasat Government College has always been committed to provide holistic education to students from underprivileged, marginalized sections of society and mould them into sensitive, socially committed citizens.

### **Promotion of Gender Equity**

A vibrant ICC and Gender Sensitization Committee perform gender audits based on which gender sensitization workshops and awareness programmes addressing the empowerment of women and LGBTQ+ people are held regularly. Photography exhibition, art workshop, e-magazines on gender issues, graffiti painting, and cultural programmes have also been undertaken.

### **Green Initiatives**

Two solar power units (10 and 20 kWp) along with sensor based air noise and meteorological data monitoring station have been installed.

E-waste and solid waste management is done with the help of WEBEL and Barasat Municipality respectively.

To reduce carbon footprint the college restricts the entry of vehicles and encourages the use of bicycles for commuting and has set up a parking space for bicycles. World Bicycle Day is also celebrated with rallies and awareness campaigns.

Almost one fourth of the campus consists of green cover which includes a medicinal garden, vegetable and ornamental plant garden, all of which are nourished by vermi-compost produced in the campus.

In campus and outreach activities to raise awareness on pollution, sanitization, vector borne diseases are undertaken in the locality and adopted slum, Saradapally. Workshops on mushroom cultivation and use of bio fertilizers are organized to percolate this knowledge among the students as well as the local community.

The college has undertaken Green and Energy audits and obtained ISO certification.

### **Promoting Inclusivity**

Ramps, Braille books, tactile signage, wheel chair, disable friendly toilet etc. have been provided for the specially abled people (*divyangjan*).

Values of social harmony and duties of citizens are promoted through seminars, value added courses as well as the celebration of commemorative days like Democracy Day, Mother Language Day, Sanskrit Divas, Independence Day etc.

### **Best practice**

- (i) Promulgation of scientific temperament through Science club “SCIENTIA”
- (ii) Nurturing Students' Creative and Academic Publications

**Distinctiveness of the institution**

- (i) Melting Pot of Students from Diverse Socio-Cultural Background
- (ii) Holistic Approach to Education
- (iii) Academic Empowerment of Women from Marginalized Communities

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BARASAT GOVERNMENT COLLEGE
Address	Barasat Government College Barasat, 10, K. N. C. Road, North 24 Parganas, Kolkata
City	BARASAT
State	West Bengal
Pin	700124
Website	<a href="http://www.bgc.ac.in">www.bgc.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Samar Chattopadhyay	033-25523365	9733788309	-	principal@bgc.ac.in
Associate Professor	Madhusudan Ghosh	033-25625053	7980364772	-	madhusudan.ghosh@bgc.ac.in

Status of the Institution	
Institution Status	Government

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details
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State	University name	Document
West Bengal	West Bengal State University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	11-04-2012	<a href="#">View Document</a>
12B of UGC	11-04-2012	<a href="#">View Document</a>

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	Barasat Government College Barasat, 10, K. N. C. Road, North 24 Parganas, Kolkata	Semi-urban	2.288	4047.77

## 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	BSc,Physics, Honours in Physics	48	10+2 examination passed with PHYSICS and MATHEMATICS	English,Bengali	81	17
UG	BSc,Chemistry,Honours in Chemistry	48	10+2 examination passed with CHEMISTRY and MATHEMATICS	English,Bengali	62	26
UG	BSc,Mathematics,Honours in Mathematics	48	10+2 examination passed with MATHEMATICS	English,Bengali	89	38
UG	BSc,Botany, Honours in Botany	48	10+2 examination passed with BIOLOGY	English,Bengali	69	42
UG	BSc,Zoology ,Honours in Zoology	48	10+2 examination passed with BIOLOGY	English,Bengali	69	40
UG	BSc,Geography,Honours in Geography	48	10+2 examination passed with GEOGRAPHY	English,Bengali	77	55
UG	BSc,Economics,Honours in Economics	48	10+2 examination passed with MATHEMATICS	English,Bengali	69	4
UG	BA,Bengali, Honours in Bengali	48	10+2 examination passed with	Bengali	117	62

			BENGALI			
UG	BA,English, Honours in English	48	10+2 examination passed with ENGLISH	English	117	85
UG	BA,Sanskrit, Honours in Sanskrit	48	10+2 examination passed with SANSKRIT	Bengali,Sans krit	69	19
UG	BA,Philosophy, Honours in Philosophy	48	10+2 examination passed with P HILOSOPH Y. Candidates not having Philosophy at 10+2 level must secure 45% in English	English,Beng ali	117	69
UG	BA,History, Honours in History	48	10+2 examination passed with HISTORY. Candidates not having History at 10+2 level must secure 45% in English	English,Beng ali	117	88
UG	BA,Political Science,Hon ours in Political Science	48	10+2 examination passed with POLITICAL SCIENCE. Candidates not having Political Science at 10+2 level must secure 45% in English	English,Beng ali	117	78



UG	BSc,Bsc Pure Science General,Pure Science General	36	10+2 examination passed with Physics, Chemistry and Math/Biology)	English,Bengali	142	76
UG	BSc,Bsc Bio Science General,Bio Science General	36	10+2 examination passed with Chemistry and Biology/related subject)	English,Bengali	69	48
UG	BA,Ba General,General	36	10+2 examination passed	English,Bengali	481	381
PG	MSc,Physics, in Physics	24	Hons Graduate in Physics	English,Bengali	36	18
PG	MSc,Botany, in Botany	24	Hons Graduate in Botany	English,Bengali	40	31
PG	MSc,Zoology, in Zoology	24	Hons Graduate in Zoology	English,Bengali	40	33
PG	MA,Bengali, in Bengali	24	Hons Graduate in Bengali	English,Bengali	47	34

### 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	2				42				62			
Recruited	1	0	0	1	26	16	0	42	21	32	0	53
Yet to Recruit	1				0				9			
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				35
Recruited	11	8	0	19
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	3	1	0	4
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	22	16	0	14	11	0	64
M.Phil.	0	0	0	2	0	0	1	6	0	9
PG	0	0	0	2	0	0	4	18	0	24
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	0	0	3

**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	435	0	0	0	435
	Female	693	0	0	0	693
	Others	0	0	0	0	0
PG	Male	49	0	0	0	49
	Female	67	0	0	0	67
	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	140	161	161	159
	Female	160	200	164	193
	Others	0	0	0	0
ST	Male	15	15	14	16
	Female	18	16	17	22
	Others	0	0	0	0
OBC	Male	163	185	174	178
	Female	196	240	203	255
	Others	0	0	0	0
General	Male	185	173	207	197
	Female	264	265	309	298
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1141	1255	1249	1318

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Barasat Government College is an affiliated college under the academic jurisdiction of West Bengal State University (WBSU) and hence has to follow syllabus designed by the University for its Undergraduate Curriculum which incorporates Multidisciplinary Courses and offers the option of Multiple Entry and Exit for students. Besides, the college endeavours to incorporate topics and issues beyond the syllabus by offering add-on and value-added courses as well as by incorporating crosscutting issues relating to gender, human rights &amp; ethics, and environmental awareness within the topics prescribed in the syllabus. As per the NEP 2020 syllabus of WBSU, which has been enforced from 2023-24 session the college teaches several multidisciplinary courses (MDCs) specified by the university. Besides these courses, all 13 departments of the institute offer several skill enhancement courses as well as 36 different value-added / add-on courses to all Honours and General students across the board. The IQAC with the help of the faculty members of the institute has taken up the task of identifying the parts of the syllabus of UG and PG courses which are multidisciplinary/ interdisciplinary in nature. The aim of this move is to arrange future classes of combined pool of teachers and students across disciplines to encourage lateral thinking and exchange of ideas. Computer courses (through DOEACC) and Environmental studies are offered by the institute to all students of both humanities and science stream to enhance their computing skills and eco-consciousness so as to emerge as competent future citizens of the country. The college offers several general elective subjects to Honours students which cut across the divide of science and humanities. The college also engages students in community-based outreach activities like adoption of a local slum by NSS where cleanliness drives and awareness programmes are routinely conducted by student volunteers. The Botany Department also provides hands on training to its students on mushroom cultivation and bio-fertilizer utilization which they then disseminate among local farmers.</p>
2. Academic bank of credits (ABC):	<p>According to NEP 2020, the Academic Bank of Credits (ABC), is a unique, lucid and student-centric system that has been introduced to facilitate the academic flexibility of the students to study in any</p>

	<p>Higher Education Institute in the country with an appropriate credit transfer mechanism from one programme to another. It revolutionizes the education system by providing immense mobility to the academic career of the students allowing them to surmount hindrances in real – time. The important features of the ABC are as follows: ? It allows an academic institute to maintain the integrity of the credits. ? It maintains the confidentiality of the credits of all students. ? It enables an efficient digital mode of credit transfer. ? It facilitates faster credit recognition. ? It is to be fetched through DigiLocker, which is a digital wallet provided by Government of India. Barasat Government College has already initiated the process of implementing ABC under the guidelines of West Bengal State University. A committee has been formed and the coordinator of the committee has participated in the training workshop conducted by the University regarding its modus operandi. To bring each and every student of the institution within the ambit of the ABC the opening of individual DigiLocker accounts for them is a pre-requisite. Different committee members have been assigned to mentor different sections of the students for opening their Digilocker accounts. The university has taken the responsibility to prepare the ABC for the students of our institution once their DigiLocker Accounts have been opened. It is expected that by the end of the current semester all students under NEP will be able to avail the benefit of ABC.</p>
3. Skill development:	<p>The college currently follows the CBCS and NEP 2020 curricula of West Bengal State University, which include Skill Enhancement Courses under all disciplines. Besides, the college has organized a number of vocational training workshops through the NSS Unit to give the students hands on training in various artistic and entrepreneurial skills which are also commercially viable and may provide alternative career options. The college has signed MoU with several organizations like Data Q, IIARI etc. which can provide training in soft skills and computers to students. The college has organized several collaborative activities with NGOs like Swayam, Know Your Neighbour, Purbasha Eco-Helpline Society to inculcate social skills and awareness with respect to gender issues, local communities and</p>

	<p>environmental concerns. A faculty exchange program with at least 17 educational institutions has been started to provide students with a chance of gaining knowhow and knowledge from sources outside the college premises. The institution has offered several value-added courses to the students (both Hons. and General) to improve their employability and equip them for job oriented competitive examinations, namely Quick Guidance for Competitive Exams with ICT, and Quick Mathematics for Competitive Exams. Courses have also been offered to develop soft skills of the students which include workshops on Marketing and Communication Skills, Soft Skills and Computer Application, and Expanding Horizons of English Language Skills. The college has taken initiatives to develop entrepreneurship among its students. To this end courses have been conducted on Water Pollution and Analysis, Practical Course on Human Blood Cell Count, Hemoglobin Estimation, Mushroom Cultivation, Plant Resource Utilization etc. In order to cultivate citizenship values and life skills the courses like Ethics and Values in Ancient Indian Traditions, Individual Rights and Laws, Social Obligations of Indian Citizens, Philosophy as Life Skill etc have been offered. In addition, the college frequently conducts hands on training in Yoga and Meditation as well as Stress Management and Psychological Awareness to help them cope with the difficulties of everyday life. The Science Club of the college has been set up to cultivate a scientific temperament among the students of the college as well as those of the neighbouring schools.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college currently offers courses under the CBCS and NEP syllabi of the West Bengal State University, which incorporates certain aspects of traditional Indian Knowledge Systems. The college offers UG Honours and General Papers in Sanskrit and Bengali as well as PG course in Bengali in an effort to preserve and promote Indian languages. Moreover, the English Honours syllabus offers papers on Classical Sanskrit Literature and also incorporates several translated texts from regional Indian languages which make the students aware of the cultural heritage and diversity of Indian life. Most of the classes across all courses are taught in bi-lingual mode (English and Vernacular) which not only makes the lectures more accessible to the students,</p>



but also instills a sense of pride among students about their mother tongue and promotes the use of vernaculars as a medium of higher education. The college regularly celebrates commemorative days like Sanskrit Divas, Matribhasha Divas, World Yoga Day etc to make the students aware of the values of our linguistic and cultural heritage. The Sanskrit Department also regularly organizes seminars and workshops on ancient Indian texts and their significance in modern times. The institution has offered several value-added courses to the students (both Hons. and General) namely “Understanding India,” “Ethics and Values in Ancient Indian Tradition,” “Cultural Heritage of India,” “Performing Arts in Sanskrit” have course content pertaining to Indian cultural heritage. There was enthusiastic participation of students across all disciplines in these courses which discussed topics as diverse as local cuisine, performing art forms, literary texts, architectural heritage of the Indian subcontinent. Several courses on Yoga as a tool of physical and emotional health have been organised both as value added course as well as an NSS initiative, to make students aware of the rich philosophical heritage of India. In preparation for the introduction of the NEP curriculum which puts much emphasis on the cultivation of Indian Knowledge Systems, a majority of the teachers have undergone NEP Sensitization Programmes organized by MMTTP whereby they have gained new insights about Indian Knowledge Systems and Indian pedagogical methods which they will henceforth put to practice in their classes.

5. Focus on Outcome based education (OBE):

Barasat Govt. College runs sixteen UG programs and four PG programs. Each of these programs has definite program specific outcomes (PSO) as well as individual course outcomes (CO) for each paper. These have been meticulously defined by the institute according to Bloom’s Taxonomy and displayed on the college website. All UG programs are conducted under the academic guidance of affiliating University (West Bengal State University), while the PG programs have academic autonomy in designing their curricula. As per CBCS and NEP course structure, the method of evaluation of student’s performances of each course includes an internal assessment part for which the departments employ various innovative

	<p>approaches besides written tests like quiz, projects, classroom presentations, viva, hands on experimentations, lab notebook assessment etc in order to involve the students more deeply with the course content. This also allows a continuous evaluation of the students' performance and attainment of the desired outcome. The record of awarded marks of internal assessment as well as the review of course outcome attainment questionnaire submitted by the students at the end of the semesters indicates that most of the students have achieved the course objectives. The departments additionally identify slow and advanced learners using the policy drawn by the IQAC and take necessary measures to provide support to the slow learners and encourage the advanced ones. The efficacy of these measures is reflected in the end semester result analysis which shows that almost 90% students from both UG (exam designed by the affiliate university) and PG courses (exam designed by the college) have achieved more than 60% marks. Moreover, approximately 30% of the students of our institution have progressed to higher studies by successfully competing in all India entrance exams like JAM, NET, CUCET etc. further proving the realization of the course outcomes.</p>
6. Distance education/online education:	<p>Our institution is an affiliated UG/PG college under West Bengal State University (WBSU). The institute has approval for conducting only regular full-time courses under the University (WBSU). However, the institute offers itself as a Study-Centre for State level open university course (Netaji Subhas Open University NSOU) at the under-graduate level for B.A &amp; B. Sc courses. This study center is particularly helpful to the remote rural area students. Thus, NSOU offers the students the facility to conduct such distance education. The college initiated online education out of necessity during the COVID 19 induced lockdown when the entire teaching learning process had to be conducted in online mode. However, after the resumption of offline classes the college continues to blend online classes and resources with regular offline classes to make the teaching learning process more efficacious and streamlined. Online classes are conducted as a supplement to the regular offline classes via Google Meet, Google Classroom etc. using software like OneNote, Google Jamboard, Microsoft Power Point</p>

	etc. Online resources like You Tube videos, PHET Simulations etc are shared with the students through Google Drive. The college website also hosts a dedicated section for study materials through which the students can access such resources. A Learning Management Software has been acquired by the college to assist faculty members to create an online database for study materials, MCQs etc.
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	In accordance with Government Order No. 1616/SSM an Electoral Literacy Club [ELC] has been formed in Barasat Government College. The Principal, Dr. Samar Chattopadhyay is the ex officio Chairman of the Club.
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?	Two faculty members, Mr. Rupak Saha and Mr. Aniruddha Das serve as the Co-ordinators/ Nodal Officers of the Barasat Government College Unit while twelve students serve as student representatives. The club comprises of almost 100 student members at present. Yes, the ELC is functional. The Club takes initiatives in conducting various awareness programmes on Electoral Literacy as well as on constitutional obligations, fundamental rights of citizen of India etc.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The following initiatives have been undertaken by the ELC of Barasat Government College: i. An Orientation Cum Awareness Camp involving members of the ELC was held on 14/08/2023 at Barasat Government College in collaboration with IQAC and the Department of Political Science in presence of the Hon'ble District Magistrate and Additional District Magistrate, North 24 Parganas. ii. Presided by the SDO, Barasat-I, a Voter Awareness Camp i.c.w. S.R.E.R 2024 was held on 25/11/2023 at Barasat Government College. iii. The ELC with 21 student members participated in SVEEP programme held on 29/02/2024 at the District Magistrate's office, Barasat.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,	The following initiatives were taken to advance democratic values: i. Seminar on celebration of International Democracy Day on 15/09/2022 in

publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	collaboration with IQAC, Department of Political Science and Department of History No. of participants: 61 ii. Film screening (Newton, Jay Bhim etc.) organized by Department of Political Science iii. Participation in Youth Parliament competition iv. Publication of Magazine ‘ Democracy Diary’ by students on rights and duties of citizens
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.	The Barasat Government College ELC takes initiatives in reviewing and ensuring that all its eligible students get registered as voters.

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2883	2926	2865	2612	2623
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 123

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	105	101	99	91

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
67.7649463	58.019378	39.8063145	82.4567056	165.3983885

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

Barasat Government College delves into an effective curricular planning and its implementation through a well-planned and critical processes. It caters academic excellency to the rural, semi-rural and urban students.

##### **Curriculum Planning:**

Barasat Government College is a constituent college affiliated to the West Bengal State University (WBSU). Therefore, the College's curriculum planning is guided by the principles of the WBSU albeit UGC in CBCS (2013) and the NEP-2020. But some of our faculties of both UG and PG Departments are members of the Board of Studies (BOS) of WBSU and participate in the curriculum modifications. Faculty members of all the Departments are also regularly carryout various Assignments given by the WBSU relating both academic and administrative.

Barasat Government College introduces 13 Honours and 3 General Courses in UG and 4 Courses in PG level including Science, Arts and Humanities.

##### **Curriculum Implementation:**

The Principal, the Internal Quality Assurance Cell and Academic Sub-Committees of the College investigates the mode of implementation of the curriculum. The College ensures effective delivery of the curriculum through interactive lectures, seminars, workshops etc. Following the Academic Calendars of the WBSU, Departments make their Lesson Plans well ahead of the beginning of the semesters. Routine Sub-Committee makes centralised Routine and thereafter Departmental Routines and Syllabus Distributions are made and circulated among the students. All Departments follow modes of Internal Assessment. Departments also regularly display Notices and Resolutions of meetings regarding academic activities.

The College also adopts Innovative Teaching Mechanisms including Information and Communication Technologies (ITCs), Participative and Experimental learning, Group Discussions, Quiz Competitions, Debates, Student Seminars, Educational Tours/Excursions, G-Suite, YouTube Channel (owned by the College).

The College also adopts Faculty Exchange Programme (FEP) by signing Memorandum of Understanding (MoU) with its adjacent colleges like Barasat College, Vivekananda College, Maulana Azad College etc., and various Non-Governmental Organisations (NGOs) to foster the students an all-inclusive and

kinaesthetic learning.

The College also ensures continuous internal evaluation of academic performances including reviewing the results of students in various courses analysing their performance in exams, assignments and projects, and identifying areas where improvements are needed. Faculty members are also evaluated based on various parameters such as their teaching methods, communication skills, knowledge of the subject matters, and ability to engage to motivate students.

Furthermore, the College provided a space for out-reach programme to her students through the National Service Scheme (NSS). The NSS unit has adopted one slum in the locality.

The College also regularly organise Parent-Teachers Meeting to foster a positive and supportive educational environment for the students and to provide an opportunity for parents and teachers to work together in the best interest of the students, ultimately leading to their academic success and personal growth.

The College also follows the policy of receiving feedback from students, parents, teachers, employers, alumni and other stakeholders to assess, evaluate and improve the environment of campus activities in connection with educational infrastructure and other aspect. The College after analysing the feedback data takes proper action to rectify the shortcomings. The College then keeps the feedback data in her databank repository for future reference.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 31



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

**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:** 17.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
1610	345	338	124	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:**

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

Barasat Government College plays a crucial role in shaping the values and ethics of individuals, as well as promoting sustainability and gender equality. By integrating crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability into their curriculum, the College ensures that its graduates are well-rounded and socially responsible individuals.

Professional ethics are essential for individuals working in various fields, as they govern how they interact with clients, colleagues, and the community. By incorporating discussions on ethics into the curriculum, Barasat Government College helps students develop a strong moral compass and understanding of the ethical implications of their actions. This is to help prevent unethical behaviours and promote integrity and honesty in the workplace.

Gender equality is another important issue that this College addresses in its curriculum. By discussing gender norms and stereotypes, the College helps students understand the impact of gender on society and work towards creating a more inclusive and equal world. By promoting gender equality in the curriculum, the College also helps students become advocates for change and work towards closing the gender gap in various fields.

Human values such as compassion, empathy, and respect are crucial for fostering positive relationships and creating a harmonious community. By integrating discussions on human values into the curriculum, Barasat Government College helps students develop a strong sense of empathy and compassion towards others. This can help create a more compassionate and understanding society, where individuals treat each other with kindness and respect.

Environmental sustainability is a pressing issue that institutions must address in their curriculum. By incorporating discussions on environmental conservation and sustainability, Barasat Government College helps students understand the importance of protecting the environment and taking steps to reduce their carbon footprint. By promoting environmental sustainability in the curriculum, the College also helps students become environmentally conscious individuals who work towards creating a sustainable future for all.

Overall, by integrating crosscutting issues relevant to professional ethics, gender, human values, environment, and sustainability into the curriculum, Barasat Government College helps students develop a strong moral compass, promote gender equality, foster positive relationships, and work towards creating a more sustainable world. This can help create a more socially responsible and ethical society, where individuals are empowered to make a positive impact on the world around them.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 43.22

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

Response: 1246

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1**

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 76.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
1318	1249	1255	1141	1101

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

2022-23	2021-22	2020-21	2019-20	2018-19
1620	1620	1620	1530	1530

#### 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:** 81.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
493	502	603	597	607

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

2022-23	2021-22	2020-21	2019-20	2018-19
716	716	716	626	626

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 27.72

## 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:**

Barasat Government College intensely uses several student centric methodologies as part of experiential learning, participatory learnings, problem solving methodologies to make our teaching learning system students friendly, compact and comprehensive. At the same time College uses several ICT facilities for conducting teaching learning systems.

**1.Experiential and Participatory learning:**

\* Field visit to several places is a regular program of our science departments such as zoology, Botany, Geography. Recently department of political Science Philosophy, History, Sanskrit, Economics also organised field visit/educational tour to several subject related important places.

\* Most of the departments publish online as well as wall magazine.

\* Several skill development programs are undertaken.

\* Each year an expert guided workshop on Gender sensitization is arranged by most of the departments.

\* Students mainly from the Political Science and Economics department participate in the Youth Parliament Competition.

\*On an average 35 commemorative days are celebrated.

\*Scientia, Science Club, organized Science Heritage Walk.

\*College has well equipped laboratories for science departments.

\*Research and training on substantial production of Oyster mushroom is carrying out in the microbiology laboratory of PG department of Botany.

\*GIS lab of department of Geography is used for practical works related to Geoinformatics, comprising of Remote sensing, GIS and GNSS.

\*Social survey and consequent awareness programs are organised in the adopted slum “Saradapally”.

. \*Science club organises different events, science tour, prepares and uploads video to college youtube channel, publishes magazine, conducts workshop on investigating science experiment.

\* Musical programmes, quiz competitions, drama competitions, recitations, dance recitals, poster drawing competitions etc by students keep the premises vibrant throughout the year.

\* The NSS unit of the college regularly carries out social survey and awareness/sensitization campaigns, blood donation camp etc.

**2.Following Problem-solving methodologies are used**

- \*Giving home assignments to students.
- \*Conducting group discussions and Debates for contemporary issues.
- \*Arrangement of Poster and Picture competitions.
- \*Participation in different competitions.
- \*Preparation of Projects, dissertations and Presentations through PPT.
- \* Arrangement of Lab based practical classes.
- \*Arrangement of Computer based practical classes.

### **3.Use of ICT- enabled tools**

In order to maintain a sound, smooth and efficient teaching- learning system and to keep up with the cutting-edge advancements in global academics, the use of modern technology-based ICT tools are necessary. Our initiatives----

- \*Fully Wi-Fi enabled campus with high-speed internet connectivity.
- \*Use of smart classrooms, Google meet, Google classroom, Zoom etc. for teaching learning specially in pandemic period.
- \*Use of desktop, laptop, printer, digital camera, Pendrive, Photocopier, Scanner, Android mobile for regular teaching.
- \*Use of LED projector and screen for seminar and workshop.
- \*Preparing PPT presentation, use of e- resource for teaching learning.
- \*Student WhatsApp group for circulating information and sometimes study materials.
- \*We use learning management system through e content.
- \*Excellent e-infrastructure enriched college exam centre with capacity of more than 50 students.
- \*INFLIBNET access and use of KOHA in library, ICT enabled language lab for learning language using both audio visual and verbal component.
- \*Google workspace for Education fundamentals.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 94.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	106	106	106	106

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 84

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	87	84	84	78



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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Overall improvement of a student can be truly judged by both internal and external assessment. The College uses several procedures ---student seminars, debates, quiz competitions, project preparation, group discussions etc. for the internal assessment of students. In the old 1+1+1 system, with end year University examination college had conducted test examinations to allow students for University examinations. In the CBCS curriculum marks of the internal examination are added with the results of the end semester university examination with a one-third weightage.

The Internal Assessment system at Barasat Government College is completely transparent. Following the University academic calendar and after a detailed discussion with the Principal of the College internal examination committee, which conducts the total examination procedure, publishes a centralized internal examination routine well ahead and that is circulated on the college website and college notice board.

Teachers are given enough time span to evaluate the answer scripts properly,

College authority continuously monitors so that all marks of internal examination can be uploaded to the university portal within due time and manner. The College authority also submits hard copies of marks of internal examination to the university office. During the Pandemic period, all internal examinations have been carried out through online mode.

External Assessment in the UG program is solely conducted by parents University. The College circulates all exam related university notifications to students through the college website and students' WhatsApp groups. During the Pandemic period all external examinations have been conducted through

online mode using University prepared question papers.

At present four Post Graduation programs are running in the college. Internal assessment is done by class tests, viva-voce, PowerPoint presentations, project preparation etc. The end-semester examination is solely conducted by respective departments. Each department selects one faculty member in charge of the PG Examination who monitors the proper and timely evaluation of end- semester papers. Question framing is done by college teachers and moderation by BOS -selected teachers from other colleges.

For both UG and PG program, if any student cannot perform satisfactorily in the internal examination, he/she gets a chance to appear in supplementary tests.

To make examination related grievances redressal system time bound and efficient several possible avenues remain open in our college. If a student has any grievance regarding internal examination, he/she can apply to the Principal through Head of the Department or any faculty, Internal Examination Committee, the Students Grievances Redressal Committee of the college. He/She can report grievances in the Mentor mentee meeting of the college or Department. In all cases, grievances are sorted out in a time bound manner. Departmental parent-teacher meetings and feedback taken from parents immensely help to reduce the number of grievances from students. For grievances regarding External Examination students can apply for review. After the publication of end semester result University publishes review related notification, the college circulates the notification on the college website. Students apply for review in online mode and submit documents to the college office, and the college office forwards the same to the university office. Students can submit RTI applications to the SPIO of the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Program outcome and course outcome are the two utmost important components related to teaching learning system. These two components present the actual prospects in terms of understanding, knowledge gathering, and skill attainment that the students are expected to achieve after completing the program. We believe that it is the duty of the college to represent the entire Program outcomes as well as each and every course outcome as far as detailed and efficient manner. So that before the commencement of teaching learning session, students can get a clear picture and be inspired to pursue the course.

Barasat Government College is an affiliated college under the West Bengal State University and we entirely follow the syllabus prepared by the university. We convey our suggestions regarding the syllabus to the university through our teachers who are members of respective boards of studies. Our college has taken a unique initiative –every undergraduate department has made a detailed analysis of the entire syllabus and prepared a list of possible enhancements in several courses. Our college authority has conveyed the list to the university.

We have designed our program outcomes and course outcomes strictly following the internationally accepted Bloom's Taxonomy. After studying carefully Bloom's Taxonomy for Cognitive Domain Learning Outcomes departmental teachers with assistance from IQAC have designed broad-stream based Programme Outcomes (POs), Program Specific Outcomes (PSO) for each programme and Course Outcome (CO) for each course of a specific program. Each academic department prepares Program outcomes of the respective program in a manner so that the specific Program outcomes can reflect properly the overall capabilities students can achieve after completing the program. For each course, at least six outcomes have been developed.

Any change in the syllabus made by the university is given due importance and is reflected in the modification of learning outcomes of that particular course.

After completing the task of PO, PSO and CO designing, the faculty members, taking guidance from the IQAC team, completed the task of generating CO, PO and PSO mapping and also prepared the course Articulation Matrix.CO-POs -PSOs mapping denotes the existence of the association between Cos and POs and PSOs----Which POs and PSOs are related with a specific CO. Course articulation matrix denotes the degree of association between a specific CO and several POs and PSOs.

Our mechanisms to display the program outcomes and course outcomes on the website and convey these to students.

1. The entire set comprising of course outcome, program outcome and program specific outcome, CO-POs-PSOs mapping and course articulation matrix have been displayed on the website for widespread circulation.
2. At the beginning of each semester a teacher student meet is arranged by most of the departments. The total program outcome and program specific outcome are explained by the head of the department. Then each faculty member explains the course outcome in detail to students during classroom teaching.
3. Hard copies of POs, PSOs and COs are displayed on the departmental notice board and in the library.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

As an Institution dedicated to the course of higher education, our college always tries its level best so that most of the students can attain all program related and course related outcomes as far as possible. In order to evaluate the attainment of Program outcomes, course outcomes, the IQAC of our college has developed a software-based methodology.

Description of the methodology:

1. Generation of program outcomes, program specific outcomes and course outcomes by the faculty members with assistance from the IQAC strictly following the internationally accepted Bloom's Taxonomy.
2. After designing POs, PSOs and COs, the faculty members, taking guidance from IQAC team, completed the task of generating CO, PO and PSO mapping and also prepared the course Articulation Matrix
3. CO-POs and PSOs mapping identifies the existence of relation between a specific CO with several POs and PSOs. It explains which POs and PSOs are related to a specific CO. The mapping is on a one-to-many basis i.e. a course outcome can have an effect on multiple PO/PSO.
4. Articulation Matrix explains the degree of association between a specific CO and several POs and PSOs. Values 3,2,1 are used for showing high, moderate and low relation respectively. Each articulation matrix expresses a row showing average attainment for each PO and PSO
5. Attainment of COs are evaluated through direct and indirect method. It is course specific. Marks of end semester examination (UE) and marks of internal assessment (IE) with a two-thirds and one-third weightage respectively used to calculate direct attainment level. The course outcome attainment calculation is based on some benchmark values. The benchmark values slightly varies depending upon the syllabus of the course. **Direct CO Attainment level (DA) =  $[(1/3) \times \text{IE Attainment Level}] + [(2/3) \times \text{UE Attainment Level}]$**

1. In indirect method the course outcome attainment level is calculated on the basis of a survey using google forms conducted by the IQAC among the students who have completed the course. where the students numerically express their satisfaction about the attainment of course outcome. Values 3,2,1 are used for highest, moderate and low satisfaction respectively.

Attainment of CO in a course in indirect method (**IDA**)=  $((\text{Level 1} \times \text{No. of students attempted}) + (\text{Level 2} \times \text{No. of students attempted}) + (\text{Level 3} \times \text{No. of students attempted})) / \text{Total No. of Students}$ .

1. **Overall CO Attainment Level=  $(0.8 \times DA) + (0.2 \times IDA)$**

2.

3. Attainment of POs and PSOs are based on weighted average attainment value of a selective PO/PSO and average CO attainment of a course

**Programme Outcomes (POs) Attainment:  $(\text{Weighted Average Value of PO} \times \text{CO Attainment Average}) / 3$ .**

**Programme Specific Outcome (PSO) Attainment:  $(\text{Weighted Avg. value of PSO} \times \text{CO Attainment Avg.}) / 3$**

1. An unique attempt of our college---Each department analyses the attainment calculation of both CO and PO/PSO in details and selects corrective measures and takes prompt actions.

We believe attainment calculation serves two purposes. -----i) students get a true impression about their achievements which helps them to choose their future course of action ii) the college authority, specially the departments, can receive a response regarding the achievements and failures of the policy so far pursued by them and consequently can take actions based on the ground reality.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 90.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
845	947	868	824	618

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

2022-23	2021-22	2020-21	2019-20	2018-19
963	947	869	852	878

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1</b>  <b>Online student satisfaction survey regarding teaching learning process</b>  <b>Response: 3.7</b>	
File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:** 37.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.7026	3.665	0.4	0	19.9308

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

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 Institution has provided an active environment for promotion of innovation and incubation. Awareness meets, workshops, seminars and guest lectures have been organized. Students have been provided opportunities to directly interact with outstanding entrepreneurs excelling in their field. The focus of the seminar on awareness on IPR was to promote the creation, protection & enforcement of the Intellectual Property Rights amongst various stakeholders.

The Institution is very much responsive to the contemporary requirement of its associates. The following are the vital ideas initiated by the college for the creation and transfer of Knowledge.

For enhancing learning experiences the faculty members have adopted many ways like project methods, ICT enabled teaching, experiential learning, human resources, research infrastructure, collaborations, publication of college journal. Lab visit, field studies, agricultural field visit for plant disease studies and farmer's interaction by students, participation in bird watching workshop have provided transfer and exchange of knowledge. Activities of science club have provided an opportunity for individuals to learn about different scientific disciplines, conduct experiments, and participate in various scientific activities and to develop critical thinking skills, and cultivate a passion for science. Participation of students in different seminars, group projects and student's publication has promoted creation and transfer of knowledge that can help students to develop a host of skills that are increasingly important in the professional world. Group projects or dissertations have reinforced skills that are relevant to both group and individual work, including the ability to break complex tasks into parts and steps plan and manage time, give and receive feedback on performances. Some students of Post Graduate departments have also published result of their work with their respective teachers in peer reviewed journals. These practices have motivated students in research and higher education. Its uniqueness will help the students in the context of Indian higher education. Career Counselling, Entry in Service and Placement Cell of college has continuously been working towards holistic development of the students and making them ready for various government and private sector jobs. The Indian Knowledge Systems (IKS) which comprise of Jeevan Darshan that has evolved out of experience, observation, experimentation, and rigorous analysis. This tradition of validating and putting into practice has impacted our education, administration and health.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 67

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	29	11	9	6



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 0.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	24	11	18	19

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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:** 0.3

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in**

**national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	9	4	5	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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 has organized a number of extension activities to promote institute neighborhood community to sensitize the students towards community needs. The students of our college have actively participated in social service activities leading to their overall development. Extension Activities aims at enabling our student/volunteers to develop social responsibility. Institute has followed a mechanism for student's involvement in various social activities which promote citizenship roles.

NSS unit organized different extension activities like blood donation camp, world environment day celebration, protection of rights & equal opportunity of especially abled persons, program on health, family welfare and nutrition, awareness programme on HIV AIDS, talk on 'Life Skill Education in the anti-addiction campaign' at Saradapally (adopted slum of the NSS Unit), awareness rally on 'Stop Child Labour', campus sanitization, tree plantation, awareness rally against dengue and chikungunya, workshop on arts & crafts etc. Towards the end of the completion of these programme, the participants were able to understand how protective measures may be undertaken to prevent Dengue-Malaria-Chikungunya, demonstrate innovative ways to address issues related to sanitation & hygiene/waste management, creation of awareness for saving our environment. Seminar, webinar on sensitizing the students to social issues of COVID-19 and vaccination Camp were able to identify ways to keep oneself safe during pandemic crisis. Lab visit, field visit and excursion helped in developing soft skills, research ideas and helped to discover potential new analyses and perspectives to research work. The Career Counselling,

Entry in Service and Placement Cell of this college has organized different programs that allowed students to adopt the best practices that will pave the way to career success. The college has taken several social pledges of the Government of India and strives to inculcate those values among its students so that they grow up to be socially conscious citizens on whose able hands the future of society will be secure.

Mushroom cultivation training has provided students to develop competency in self-employment, income generation and entrepreneurship by creating opportunities for value addition, processing, and marketing of mushrooms and mushroom products. Department of Botany has been maintaining a small herbal garden with several medicinal plants. It will also help to preserve plant species from extinction and will promote socio-economic growth. Zoology department has been maintaining a vermicomposting unit since 2018 which educate students about the importance of recycling and composting, to provide students with experiential learning. During agricultural field visit and local farmers' interaction students gained knowledge about various disease symptoms of crops, hands on training on disease identification through symptomological and app based study.

All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### Response:

Dr. Somaditya Dey received ECI-AAI Travel Grant award, from American Association of Immunologists 2018. He received Travel grants to early-career researchers from American Association of Immunologists for attendance and paper presentation 2019. He was Joint Winner of the BRIC idea exposition. Dr. Sumana Saha, received "Outstanding Paper Award" in 3rd Regional Science and Technology Congress (Southern Region), 2018. She received outstanding paper award at 26th West Bengal State Science & Technology Congress, 2019. She secured "Second Position" in e-poster Competition by Durgapur Government College. She was awarded "First Prize" in International e-Conference by Shri Yashwantrao Patil Science College, Solankur.

Pradipta Kr Ghosh, Kaustav Bhattacharjee & Subhradip Pandit, M.Sc. Students of Zoology, were winner (1st prize) of PG (quiz) 2019, at Zooquest 2019. Pradipta Kr. Ghosh received Manju Biswas Award of Excellence for The Year 2019. Dr. Chandan Surabhi Das received Satyendra Puraskar 2019.

Dr. Srikanta Guria secured 1st position and Susraba Chatterjee (M.Sc. student of Zoology) secured 1st

position in competitive poster presentation in National seminar on Global Warming & Biodiversity Conservation organized by Raja Peary Mohan College with SEBA, 2019.

Ankita Mondal (1st), Arpita Samanta (3rd); M.Sc. Students and Rebanta Roy, Ex-student, of Zoology, were the winner in the post-graduation category of the e-poster competition on the Backdrop of the International Day for Biological Diversity 2021, & World Environment Day 2021 by University of Calcutta.

Barasat Government College secured 1st position in District Level Quiz Competition, on 1st August, 2021, by Red Ribbon Club of West Bengal State AIDS Prevention & Control Society. Participants were Avik Chatterjee & Aaheli Dutta (NSS Volunteers).

Our college team stood 3rd in the Quiz on World Environment Day Celebration organized by WB Pollution Control Board on 05/06/22. Gulsanara Khatun, student of Economics secured 1st rank in Young Economist Students' Meet, 2022 by Jadavpur University.

Dr. Jaydip De obtained the Best Speaker Award in the International Workshop on Geography and Sustainability, hosted by IGU.

Smt Debasree Dutta, In Charge, Scholarship Section (Student Welfare Committee) received Kanyasree Award for 20-21 AY for Barasat Government College.

Dr. Madhuchhnda Bhattacharyya received the International award of Distinguished Women Researcher by Venus International Foundation, Center of Advanced Research and Design.

Dr. Balaram Das, Assistant Professor in History received the Active Programme Officer Award 2022-2023 for NSS Activity by the NSS Cell, WBSU. Dr. Sudip Mukherjee received Guest Scientist fellowship, Max Planck Institute for the Physics of Complex Systems, Dresden, Germany. Dr. Srikanta Guria, secured 1st position in oral presentation in National Seminar organized by RBC College 2023. Sri Dibyendu Sekhar Mahanty, received award for Best Oral Presentation in the International Conference at St. Xavier's College, Ranchi 2022. Dr. Somaditya Dey, received Long Term ICMR-DHR International Fellowship for Young Indian Bio-medical Scientists 2022-23. Dr. Samar Chattopadhyay, Principal, received "GYAN PROBHAKAR AWARD 2022".

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 22

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	4	4	2

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 12

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:

Barasat Government Colleges spreading over 9259.09 square meters (2.28797 acres) is well equipped to provide quality teaching and learning in the Graduation Level: 13 Honours Courses & 3 Programs and in the Post-Graduation level: 4 PG Courses (Subjects: Physics, Botany, Zoology & Bengali). The College offers ample opportunities for career progression and career counseling activities on regular basis, opening doors for the students to enter the job market.

Departments are housed in three buildings, including the administrative block. There are 19 classrooms with ICT facilities utilized for teaching purposes. The science departments' laboratories, along with the Linguistic laboratory, are equipped with sophisticated instruments like double beam UV Spectrophotometer, Rotary evaporator, Jell documentation unit, and more. These facilities cater to both the current curriculum and pave the way for advanced studies and research.

The college boasts a considerable number of computers with Wi-Fi internet access, meeting the requirements of teaching and learning. Additionally, each department has well-equipped computer laboratories for conducting the curriculum effectively.

Supported by funding from DST and RUSA, with Rs. 2 Crore approved and Rs. 1,29,99,999/- received so far. The college maintains a vibrant Science Club run by students. The club organizes various activities such as poster and video sharing, science walks, publishing a journal "Quantopedia" and inter-school competitions, fostering scientific curiosity among students.

The college observes various commemorative days throughout the year and hosts annual sports events between January and February. A well-equipped gymnasium with a trainer is accessible to students for free.

Furthermore, there is a dedicated students' Union Room for the apolitical students' committee, organizing cultural and social activities. Students can avail computer training from DATA-Q and NIELIT Accredited Centre from this college. Additional facilities include NSS, Medical welfare and Psychological Counseling, a sickroom, Anti-Ragging Cell, Alumni association, Medicinal Plant Garden, CCTV surveillance, ramps for physically disabled individuals, a canteen, and solar power panels.

The library boasts a rich collection of books and journals, with open access for both teachers and

students. Departmental seminar libraries supplement this, with an added e-library system for electronic resources. Students can borrow books from both the seminar and central libraries.

FileDescription	Document
Uploadadditional information	<a href="https://cloud.bgc.ac.in/IQAC/FLD_998_22_IQAC_45455.03636963734.1.1_Picture%20Gallary%20of%20facilities.pdf">https://cloud.bgc.ac.in/IQAC/FLD_998_22_IQAC_45455.03636963734.1.1_Picture%20Gallary%20of%20facilities.pdf</a>
Providel ink for additional information  1. Career Counseling 2. ICT facility 3. Science Club 4. Sports 5. Gym and Yoga 6. Medical welfare 7. Psychological counseling 8. DATA-Q and NIELIT centre 9. NSS 10. Library	1. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=96&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=96&amp;Itemid=0</a> 2. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=220&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=220&amp;Itemid=0</a> 3. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=264&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=264&amp;Itemid=0</a> 4. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=89&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=89&amp;Itemid=0</a> 5. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=88&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=88&amp;Itemid=0</a> 6. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=97&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=97&amp;Itemid=0</a> 7. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=86&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=86&amp;Itemid=0</a> 8. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=199&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=199&amp;Itemid=0</a> 9. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=93&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=93&amp;Itemid=0</a> 10. <a href="https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=74&amp;Itemid=0">https://bgc.ac.in/index.php?option=com_content&amp;view=article&amp;id=74&amp;Itemid=0</a>

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

**Response:** 33.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.115	11.283	0.972	16.594	107.023



File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 Library boasts a rich collection of books spanning various branches of knowledge and journals. Since its establishment in 1950, it has served as the nerve center for knowledge seekers within the College community.

- As of March 20, 2024, the library houses more than 87,508 books and 681 journals, providing a comprehensive resource for academic exploration.
- The library's operations are fully automated, utilizing KOHA (Version 23.05.08.000) since March 14, 2024. Prior to this, Integrated Library Management Software (Version 3.12) was employed.
- Beneficiaries have access to search capabilities via the internet (OPAC), supported by a dedicated server room within the library premises.
- The library has Inlibnet N-List Membership for e-Journals. The membership Fee is Rs. 5900.00 and it is renewed every year.
- The expenditure on the purchase of books and journals is recorded on a yearly basis, ensuring transparency and accountability in resource allocation.
- The ongoing process to preserve rare articles (books and other objects) in the library is expected to yield promising and fruitful results in the near future, benefiting knowledge seekers both inside and outside.
- The amount spent for purchase of Books and Journals year wise is:

Sl. No.	Year	Amount spent	No. of Books/ Journals
1.	2022-23	INR 1,01,260/-	248
2.	2021-22	NIL	NIL
3.	2020-21	NIL	NIL
4.	2019-20	INR 125,753/-	224
5.	2018-19	INR 96,623/-	266

- 
- 

- Average usage of the Library by the College Year wise is :

Sl.No.	Year	Total No. of students and teachers visited Central Library	Average
1.	2022-23	17356 (17272 Students, 84 Teachers)	13408 (excluding the COVID year 2020-21)
2.	2021-22	7162 (7128 Students, 34 teachers)	
3.	2020-21	-----	
4.	2019-20	11847 (11797 Students, 50 teachers)	
5.	2018-19	17268	

	(17173 students, 95 teachers)	
<b>File Description</b>	<b>Document</b>	
Upload Additional information	<a href="#">View Document</a>	
Provide Link for Additional information	<a href="#">View Document</a>	

### 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 Departments are now connected to broadband Internet provided by BSNL and receive regular updates. Currently, the Institution has upgraded its Internet connections to the optical fiber network, specially JIO Fiber, with a speed of 50 MBPS. This enhancement facilitates easy access to the internet from every Department, thus enriching the teaching – learning process. Smart class rooms, equipped with ICT facilities are extremely utilized for educational purposes.

There are 8 class rooms including the one with ICT facilities in Main Building where both Honours / Major (Four years undergraduate Hons. programme) and General / Minor (Three years Multidisciplinary UG Programme) courses are taught in English, Sanskrit, Philosophy, History and Political Science. All of those Departments share two Desktop computers and each of them has one Laptop Computer. The Department of English in addition has also one Desktop computer which can be used by the students.

The Post Graduate Department of Botany has 6 class rooms including the one used as Seminar room and all the rooms are running with ICT facilities. There are 6 well equipped Practical Laboratories and one store room. The Department has 4 computer Laboratories which are running with 16 Desktop computers out of which 14 computers are being used by the students.

The Post Graduate Department of Zoology is running smoothly with 5 class rooms out of which 2 rooms are also used as Seminar rooms bearing the ICT facilities. The Department has 6 well equipped Practical Laboratories and one computer laboratory with 7 Desktop computers out of which 4 computers are provided with the students.

The Post Graduate Department of Physics has 9 class rooms including two ICT enabled ones. There are 8 Practical Laboratories and one computer laboratory running with 20 Desktop computers and 4 laptop computers where students can use 13 Desktop computers and one Laptop Computer.

The Post Graduate Department of Bengali is running with 9 class rooms including the one with ICT facilities and one computer laboratory which is equipped with 5 Desktop computers out of which 2 computers are available for the students.

The Department of Chemistry has 9 class rooms including the one used as Seminar room also with ICT facilities. The Department is smoothly running with 6 Practical Laboratories, 3 enriched store rooms, one instrument room and one computer laboratory. There are 4 Desktop computers all of which are available to the students.

The Department of Geography is running with 4 class rooms including 3 ICT enabled ones, one store room and one computer laboratory with 13 Desktop computers out of which 10 computers are being used by the students.

There are 4 class rooms including the one with ICT facilities and one computer laboratory with 6 Desktop computers where 4 computers are available to the students in the Department of Mathematics.

The Department of Economics has 3 class rooms including the one with ICT facilities and one computer laboratory with 3 Desktop computers out of which one is being used by the students.

One of two ICT enabled rooms is allotted for the language laboratory and another is being used as Seminar hall (Annex building).

There are three class rooms in the newly built library building.

Moreover, the administrative office utilizes the latest technological facilities to efficiently carry out administrative tasks. All computers undergo monitoring through the AMC and are regularly updated as necessary.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 23.63

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

**Response:** 122

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

#### 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:** 5.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.54852	4.000186	2.97856	4.27321	4.23845

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 93.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
2799	3476	2402	2364	1984

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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:** 51.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
716	2554	3457	490	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.4**

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

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

**Response:** A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 34.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
325	336	308	301	133

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

2022-23	2021-22	2020-21	2019-20	2018-19
845	947	868	824	618



File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.2.2**

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

**Response:** 1.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	11	11	3

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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: 3**

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

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

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**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: 9.4**

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	7	1	5	4

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

**Barasat Government College Alumni Association (BGCAA) – Inspiring Cooperation and Togetherness**

**The Inception:**

Barasat Govt. Alumni Association (BGCAA) is registered under the certificate of Registration of Societies West Bengal Act XXVI of 1961. The registration No is S/2L/No.52752 of 201516. This association was registered under the above act on 16th March 2016. The registered office of the association is situated at 10, KNC Road, Barasat, North 24 Parganas, Kolkata-700124, and West Bengal. Since its inception in the year 2016 it has pioneered several activities at the college.

**Celebrating the Foundation Day of the Alma Mater:**

One of the key activities of the association has been to initiate the celebration of the College Foundation Day on the 7th of September every year. It is initiated by the hoisting of the College flag by the Principal, followed by a cultural program where present and past students participate, followed by special events.

**Career Counselling and Alumni Meet:**

Every year the nature of events vary ranging from the felicitation and interactions with notable alumni, (Eg: Ms Tania Sanyal and Mr. Dhritiman Mukherjee) organization of alumni student conclave, training and awareness program on foreign languages (International Foreign Language School) and extensive career counselling sessions from leading organizations (Scholars Mojo and Stratosphere Education Pvt. Ltd).

**Social and Philanthropic Activities:**

During the COVID – 19 pandemic, the association was instrumental in initiating activities like “Bridging the digital divide” where cell phones were distributed to needy and meritorious students to allow their seamless transition from the physical to online mode of education. The social fervor of the alumni association is executed through the activities such as Fundraisers in support of Cancer patients, providing relief material to railway hawkers and many more.

**Academic Activities:**

Academic activities have also been taken care of, with the first seminar on Climate Awareness being delivered by members of “Blue Patch” an NGO working towards plastic free society. BGCAA has also organised a free, comprehensive web designing course, in collaboration with Purple Patch; to all students of the College. A State Level Seminar on the burgeoning topic of “Climate Change and Sustainability” was organised recently. The Association has also initiated Four Alumni Merit Awards to recognize the best academic performances of the year. The following are the details:

1. Suparna Bhowmick Memorial Award [Highest Scorer in B.Sc. (Honours) Examination]
2. BGCAA, Best Academic Performance Award [Highest Scorer in B.A. (Honours) Examination]
3. BGCAA, Best Academic Performance Award [Highest Scorer in MA (Bengali)]
4. BGCAA, Best Academic Performance Award for one student from the Postgraduate Science Departments of Physics, Zoology and Botany (chosen based on a screening test).

A quiz program was also organised on the 73rd foundation day where more than fifty participants brainstormed through four rounds of intense quizzing, leading to three awards winners.

**A Bright Future:**

The association is dedicated towards serving their alma mater with the humble desire to expose current students to the values, that nurture the idea of camaraderie and metamorphose them into men and women who “serve the society”.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

Barasat Government College, situated in an urban landscape, is a bastion of education committed to fostering knowledge and progress. Easily accessible via rail and road networks, it offers diverse undergraduate and postgraduate courses. The college prioritizes inclusivity and equal opportunities, especially for socially and economically marginalized communities and champions women's education in the locality in tune with its Vision and Mission of providing holistic educational opportunities to students from diverse backgrounds and capabilities. The IQAC, Teachers' Council and Administrative Committees, along with their respective sub-committees, engage various stakeholders including faculty, staff, and student representatives in a decentralized process of decision-making and execution to pursue these aims as per the Institutional Perspective plan. The ICC, IQAC and Governing Body all constitute of external members ensuring the participation of varied professionals in the institutional governance.

The institutional governance may be categorized into several heads:

1. **Academic affairs:** The academic affairs of the students are catered to by the *Admission, Examination and Routine* committees formed under the aegis of the Teacher's Council. The admission process is conducted in online mode with the assistance of *System Management Committee* using dedicated software.
2. **Student support:** Several committees like *Anti Ragging Cell, Students Grievance Redressal Cell, RTI committee* and *ICC* assure the quick dispensation of justice in case of any harassment. *Equal opportunity & HEPSN* committee along with the *SC, ST, OBC, EWS & Minority Cell* works for an atmosphere of inclusion and harmony in the institution. A *Students Support cell* also works in tandem with the departments to oversee that students belonging to economically weaker sections of society get the benefit of various scholarship schemes to pursue their studies. An active *Gender sensitization committee, ICC* along with the *Students Mentoring & Counseling Cell* is instrumental in providing a safe and supportive environment. *Placement and Service Matters Cell, NSS, Cultural, games and sports committee, Nature cell, Science club* work for the holistic development and future progression of students.
3. **NEP Preparatory Committee:** It has been set up in March 2023, constituting of 3 senior faculty members for effective implementation of NEP 2020 in the institution from the academic session 2023-24 and also to sensitize and orient stake holders of the college (faculty, non teaching staff and students) about the NEP guidelines.
4. **Faculty support:** TC has constituted several committees like *Service book & Pension, CAS, Health Scheme, Staff club, Journal Publication* and *Research* committees to help the faculty members to achieve their service benefits and career advancement.
5. **Infrastructural Augmentation:** Committees like *Library, Cheap store & canteen* and

*Infrastructure Development* are formed by the TC to assist the Principal in developing and improving the college infrastructure.

**Financial Measures:** *Arrear, Pay fixation, Income Tax and Purchase* committees of the Teacher's council help the cashier and principal in calculating and preparing financial documents.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

#### Deployment of Institutional Perspective Plan

Barasat Govt. College, is a state government institution under the Higher Education Department of the Government of West Bengal and is affiliated to the West Bengal State University. West Bengal Service Rules govern all employees of the institution. Recruitment and appointment processes for permanent teaching and non-teaching staff are managed by the West Bengal Public Service Commission and the Higher Education Department, Government of West Bengal.

However the internal workings of the college are planned, supervised and monitored by

#### a. Student Quality improvement:

- 1.25 MoU's signed with different Social organizations and academic institutions for skill augmentation.
- 2.36 value added/ add on courses offered for holistic development of students.
3. Adaptation of slum Saradapally by NSS unit as social and environmental outreach Program
4. Opening of science club for propagation of scientific temperament among school children
5. Identification of slow and advanced learners.
6. Regular mentoring and psychological counselling
7. Conduction of Gender sensitization workshops for promotion of gender neutral campus
8. Nature club and NSS participation encouraged in students to generate environmental awareness
9. Career counselling cell, NSOU centre, Data-Q computer centre and Satyendra Nath Tagore Civil Service Study Centre (SNTCSSC) to enhance students employability options.
10. A question paper bank in the college website for student benefit.

11. Publication of students magazine and opening of a dedicated you tube channel
12. A student management portal (web based application system) for fees payment, id card generation etc.
13. ICT facilities like “Google classroom”, “Google meet” YouTube videos etc.

**b. Faculty empowerment:**

1. A NEP Preparedness committee to generate NEP sensitization among faculty
2. NEP orientation and Faculty Development Programs for quality enhancement
3. KOHA software and INFLIBNET portal for access to books and research material.
4. AUREOLE A Multidisciplinary Peer Reviewed Journal in Humanities and Social Sciences
5. Adoption of learning management software.

**.c. Improved administrative measures:**

1. A web based ERP application for system management
2. A fully digitalized admission process
3. Appointment of Security personnel via e-tender process
4. Status change of four contractual staff of the college to permanent employees.
5. Paperless administration
6. Updated e-service book
7. Digitalization of library resources
8. Organization of Covid Vaccination camp for students and staff

**d. Infrastructural augmentation**

1. Pollution monitoring unit installed
2. Two solar panels installed to reduce electricity consumption.
3. e-waste disposal through Webel Technology Limited and Collaborative efforts with Local Municipality to promote cleanliness of the Campus.
4. Establishment of language laboratory

The construction of a new library Building and a Toilet for the differently-abled person, renovation and refurbishment of Main Building, Chemistry Building and Annexe Building including the tiling of the floors, and the up gradation of Laboratories and Departmental staff rooms have been undertaken and completed.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.2.2**

***Institution implements e-governance in its operations***

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **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:**

#### **A) Appraisal System:**

Performance appraisal systems are in place for all staff members of the college, encompassing various types of appraisal methods utilized within the institution:

##### **1. Self Appraisal Report:**

- Teaching staff maintain Self Appraisal Reports, documenting daily attendance, class allotments, teaching sessions conducted, and other academic or administrative duties, including leave records.

##### **2. Annual Confidential Report:**

- During confirmation in service (W.B.E.S.) and promotions, the Head of the Institution (HOI) submits Annual Confidential Reports to the Director of Public Instruction (DPI), covering 12



points regarding the teacher's performance, along with remarks on integrity, character, physical fitness, and special qualifications.

### 3. Special Confidential Report:

- Similar to the Annual Confidential Report, the HOI submits a Special Confidential Report to the DPI during the confirmation in service (W.B.E.S.) of a teacher.

### 4. Self Appraisal Report (S.A.R. Online):

- Teachers under W.B.E.S. and librarians submit their Self Appraisal Reports online through WBIFMS to the HOI annually, which are then forwarded to the DPI with proper endorsement. Officers under W.B.S.E.S. submit their SAR directly to the DPI.

### 5. PBAS (Performance Based Appraisal System):

- Performance-Based Appraisal System is utilized for the promotion under CAS of the Teachers and Librarian, ensuring objective evaluation criteria.

## **B) Welfare Measures for Staff Members**

### 1. West Bengal Health Scheme

### 2. Loan from General Provident Fund

### 3. Leave facilities: -

- Medical Leave
- Maternity Leave
- Child Care Leave
- Paternity Leave
- On-Duty Leave
- Half-Pay Leave
- Casual Leave
- Study Leave
- Festival Advance
- Leave Travel Concession (LTC)
- Pension and Family Pensioner Benefits
- Gratuity Benefit
- Leave Encashment
- Adhoc Bonus

### 4. Recreational facilities:

Indoor game facilities like Table Tennis, Chess, Carrom etc.

### 5. Other facilities:

- Air Conditioned Staff Rooms, Office
- Water purifiers
- Campus Security, Housekeeping Staff
- Vehicle Parking facilities

### C) Career Advancement Scheme

Promotion of teachers under W.B.E.S. and librarians are executed through the Career Advancement Scheme (CAS) as prescribed by UGC and Government of West Bengal.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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**

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

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

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

**Response:** 11.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	10	15	4	12

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

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 college submits a proposal involving different components like, Plan-Head, Non-Plan Head, Infrastructure Development, etc. and receives the amount from the Higher Education Department, Government of West Bengal and RUSA 2.0 Project. After receiving the grants, the college mobilizes funds as per strategic planning, which was developed at the time of preparation of the budget. The college authority always boosts up all the members including teaching, non-teaching, and contractual staff to utilize these funds in due time in an optimal manner. The college prepares utilization certificates as per grants sanctioned and submits it in due time to the appropriate authorities. The funding authorities check utilization certificates before sanctioning new projects. The college also acquires Non-Government Fund from students' admission and submit a part of it to Treasury, Govt. of WB through TR-7 Form. The residual part of this fund is utilized in an optimal manner for the utmost benefits of the students and different stakeholders. College also accumulates fund for conducting Theoretical and Practical Examinations of the University and also Public Examinations such as WBCS, SET, TET etc. In this way, the college authority tries to ensure maximum utilization of available funds. The College has a strong NSS Unit and received fund from the respective authority every year and this fund has been utilized for different awareness programmes. The NSS Unit has adopted a slum area "Saradapally" and the NSS Unit has conducted several awareness programmes for the slum are using the NSS fund.

Faculties of the College have received some Project Funds from SERB, DST, DBT, UGC, WEST BENGAL BIODIVERSITY BOARD and they have utilized the fund properly and submitted Utilization Certificate/Audited Report in due time and the College Authority has monitored the fund disbursement and Utilization.

The college conducts internal as well as external audits properly at justified intervals of time. The Authority conducts internal audit of different Non-Govt. collections through a reputed Chartered Accountant firm. The utilization of funds from RUSA 2.0 Project is audited by the Higher Education Department, Govt. of West Bengal. UGC & other Project Audit is done by a reputed Chartered Accountant firm.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

IQAC plays an instrumental role in both the administrative and academic developments of the college. To maintain the quality of the teaching learning process and overall improvement of the academic ambience of the college, following are the few selected initiatives taken by IQAC during the last five years.

- **Academic Audit** to monitor teaching learning process.
- **Frequent Meetings** with the Heads of the Departments and members of IQAC to improve academic quality.
- Preparation and Submission of **AQAR, NIRF, AISHE** annually.
- Organize **Add-on** and **Value-Added** courses,
- Initiate online courses like **SWAYAM** and procure **Learning Management System (LMS)**.
- Introducing Digital library facilities like **KOHA, INFLIBNET-NLIST**,
- Keeping the records of the attainment of Program and Course Outcomes through **PO-CO Mapping**.
- Effective redressal of student grievances through **Grievance Redressal, Anti-ragging** and **Internal Complaint Committee**.
- **MoU(s)** with different academic institutions and NGOs for capacity building and skill enhancement.
- Motivating faculty members in **active research work** and participation in **faculty development programmes**.
- Encouraging the Publication of academic journals of this institution: **Aureole - An Academic**

Journal of Science & Social Science and Humanities.

- Encouraging the departments to organize **different seminars, workshops, wall magazines, e-magazines** etc.
- Conducting **Administrative, Environment and Gender Audits**.
- Conducting **e-waste** management and **Environmental** activities.
- Introduction of '**Google Classroom**' and **Online Study materials and Question paper bank** to students during Covid 19 pandemic and thereafter.
- Organize **Professional development** and **administrative training programmes** with organizations like **Data-Q & Satyendranath Tagore Civil Service Study Centre (SNTCSSC)**.
- Arranging programmes on **Career Counseling**, Guidance to students for Competitive Examinations and Entry in Service, **Educational tour** and Internship etc. for Capacity Building and Skill development of students.
- Celebrating **commemorative days** through Seminars/Peer talks etc.
- Initiatives for Institutional Preparedness for **NEP 2020** and ensuring adequate classes as per **CBCS and NEP** syllabus.
- Organizing **Extension and Social Outreach activities** through NSS Unit and urging them for community engagement initiatives like **Slum Adaptation** and awareness programmes.
- Establishment of **Science-club** to promote interest in basic sciences among school and college students.
- Collecting and analyzing **feedback** from all stakeholders.
- Reviewing the learning outcomes and students' progress through **Internal Assessment and Tutorials**.
- Keeping the records of **students' progression** in terms of higher studies and **placement**.
- Arrange overall **mentoring** and **counseling** of the students to identify and solve problems of the students at individual level.
- Identify **slow and advanced learner** and accordingly strategize means of improvement.
- Organize **Parent-Teacher meets** to facilitate dialogue between Guardians and faculties and incorporate parental inputs towards successful teaching-learning.
- Forming different **Sub-Committees** constituting of the faculty members to monitor its different activities.
- Monitoring **Career Advancement Scheme** of faculties.
- Promotion of **physical-health and fitness/welfare** of all stakeholders through annual sports and yoga sessions.
- Encouraging **Alumni participation** in institutional affairs.
- Augmentation of College Infrastructure through installation, improvement and renovation of **ICT facilities, high-speed internet connection, CCTV Camera, Water Purifiers, Dibyangjan Toilet and Utilities (Braille signage's, Braille Books, Wheel chair, Walker etc.), Language Laboratory, Solar Panel, Sensor-based Air/Noise/meteorological data monitoring Board and Fire-extinguisher**.
- Implementation Initiative for **ISO9001:2015, ISO14001:2015 and ISO50001:2018** Certification.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.5.2**

**Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Barasat Government College had been set up in 1950, following the Partition of Bengal to provide education among the huge population of displaced people from across the border. Its aim since the time of inception has been to impart holistic education to the children of this semi-urban area as well as the vast rural hinterland to which it is connected by road and rail. The students come from diverse social, economic and religious backgrounds. More than 60% of these 3000 strong student body are women. The ICC and Gender Sensitization Committee of the college try to create an inclusive, safe and encouraging environment for the students irrespective of their gender identity.

- Barasat Government College boasts of an active **Gender Sensitization Committee and ICC** functioning since 2015. The ICC has been formulating an annual gender sensitization action plan from 2021-22 onwards.
- To ensure a **safe campus**, security guards, CCTV cameras, adequate lighting have been provided.
- Sanitary napkin vending machine, women's toilet, girl's common room etc. are some of the **facilities** provided in the campus for women.
- To generate awareness on harassment issues and enable ease and confidentiality of complainant the mail id, phone numbers of ICC members are displayed both in the college premises and college website and a **drop box** is provided in college lobby.
- Numerous **gender sensitization programs** are held throughout the year to raise awareness on gender discrimination, LGBTQ identity, legal rights of women etc with the help of resource persons from diverse backgrounds viz. academics, lawyers, social workers, harassment survivors, members of LGBTQ community etc.
- **Celebration of women's empowerment** through cultural programs, poster competitions etc. has been organized regularly.
- Regular intimate **workshops on gender sensitization are organized** with newly admitted students of each department to generate awareness on issues of consent and harassment.
- A **MoU** has been signed with a feminist organization "SWAYAM" working on gender rights to generate awareness on PoSH law through Art workshop and sensitization seminars.
- A **gender sensitization volunteer group** has been formed by the college students to promote gender awareness.
- **Mural Painting** on the outer and inner walls of the college has brought important social issues of gender discrimination and safety to the forefront both within the college boundaries and also in the immediate locality of the college



- A **digital photo exhibition** on the topic '**Breaking Gender Stereotypes through My Eyes**', with photographs and captions by the students of the college has been organized in the college premises.
- The ICC and gender cell launched a **bilingual e-magazine**, "???:/THE VOICE" to provide the students a platform where they can express their ideas on issues of gender identity and equality.
- A **Gender Audit** has been conducted among the students, teachers and non teaching staff of the college to identify and address the gender related problems faced outside and within the college campus. The report shows that most students (~80%) and employees (~90%) find the campus safe and are aware of the legal recourse in case of gender harassment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

#### The Institution has facilities and initiatives for

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

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The**

**institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **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:**

Barasat Government College serves a largely rural and semi-urban area and provides quality education to a socially and economically diverse group of students. The institution has been able to provide a platform for the harmonious blending of students from diverse religious, social, economic and cultural backdrops.

- The college has taken the initiative to arrange for the education of economically underprivileged students by **waiving full or half fees** as per their economic condition. The college also ensures that they can avail of appropriate Govt and Non-Govt. scholarships through a dedicated scholarship cell which advertises the schemes and assist in the application process. More than 95% of all students enjoy the benefits of some scholarship and almost 100% girl students enjoy the Kanyashree scholarship.

- The institution teaches students to be competent, disciplined and productively innovative. Hence, the college has published its own **Code of Conduct** for students.

- Several programs are held throughout the year to raise awareness of students and employees on their constitutional obligations.

Ø To commemorate the **International Day of Democracy**, the students of the Political Science department published online magazines, stressing the necessity for a democratic egalitarian society. Students participated in Extempore and Quiz Competitions in **Youth Parliaments (District Level)**. They arranged seminars and poster competitions and **Film Screenings** to inculcate educational and democratic values in the students. In this regard Sanskrit department also celebrate **Sadvabna Diwas** to commemorate communal harmony . Webinars and seminars were also organized on **human rights** issues. An awareness program was also arranged to commemorate **National Voters' Day**.

Ø The students are involved in socialactivities through the NSS unit. To uphold the values of **inclusiveness and social responsibility** they *visit the adopted slum 'Saradapally'* regularly and actively participate in different awareness programs there, like *Preliminary Health Care, HIV Awareness Programme* etc.

Ø **Independence Day** and **Republic Day** are regularly observed through hoisting of the national flag, cultural programmes and processions in the adjoining area. NSS volunteers participated in **Har Ghar Tiranga** event and **Ekta Shrinkhala** Campaign. They also participated in a state-level celebration on national integration **Vivek Samhati** together with the NSS cell of WBSU. To remember their **responsibilities and duties towards the country and society**, students participated in the seminar (online) on **National Youth Day**. NSS volunteers read out the Preamble of the Indian Constitution (online) every year on the **Constitution Day of India**.

Ø To highlight cultural and **linguistic diversity** and to encourage tolerance and respect for different cultures among students, language departments have developed a language laboratory. Different departments celebrate **International Mother Language Day** every year.

Ø The college offers different value-added courses (VAC) to the students. Keeping in mind the need to develop a sense of pride in India's rich **cultural diversity** and to acquaint students with their rights and corresponding legal provisions, the History and Political Science department prepare the VAC curriculum on these issues.

To raise awareness about the **rights of differently able people**, the Equal Opportunity Cell and NSS Unit jointly organised an awareness Programme.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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**

Promulgation of scientific temperament through Science club “SCIENTIA”

**Objectives of the Practice**

- The promotion and popularization of basic science to combat the growing apathy of students towards basic science as a field of study.
- To propagate interdisciplinary practices through the creation of a common platform for exchange of scientific knowledge, innovative thinking and scientific resources among all science students.
- To promote scientific temperament and propagate scientific ideas among students of the institute as well as those of the neighbouring schools.

**The Context**

- Barasat Govt. College houses seven science departments (Physics, Mathematics, Chemistry, Botany, Zoology, Geography and Economics), three of which (Botany, Physics, Zoology) have both UG and PG sections.
- Since there is no official body to coordinate the interdisciplinary academic and scientific activities of these departments the IQAC suggested the formation of a Science Club.
- The Science Club can act as a conduit for such sharing of expertise and information and in the process build an organization aimed at popularization of science.
- The science club has been formed by formal notification on 9th September, 2022. It comprises of students of the Science departments through voluntary participation. At present it has a student membership of almost 184 students with 13 teachers acting as mentors.
- Each department has selected a student coordinator to facilitate the communication with Science Club via a WhatsApp group.

**The Practice**

- An editorial board has been set up consisting of student members
- The members named the science club and its magazine and designed the logo.
- 2 Issues of the Science club magazine **QUANTOPEDIA** have been published so far, one on revolutionary discoveries/ inventions of the 21st century and the other on future prospects of scientific breakthroughs.
- At least 13 **short popular videos** on an eminent scientific personality of the 20th century have been created by the club members and have been uploaded on YouTube.
- **Posters** of important scientific milestones have been produced by the students and displayed in the college premises to generate awareness on scientific inventions.
- A workshop on **Investigative Science Experiments** conducted by Prof. Birendra Nath Das was organized by the club to empower learners in designing simple experiments to reinforce their theoretical knowledge.

- Science club organised an **Interactive Meet with High School** students from 11 Higher Secondary Schools in the vicinity of the college through poster making, essay writing competition and laboratory demonstration. This enabled the student members learn the skills of organizing programs.
- Science Club organized **visits to Science Institutes** to make them aware of both the future of scientific research as well as the rich scientific heritage of Indian Science as practiced in Bengal.

### **Evidence of Success**

- The YouTube science videos have garnered high viewership attesting for their popularity among the general public.
- The magazine article and poster designing helped students to learn about important scientific events and honed their skills in writing, editing and designing.
- An enthusiastic response was received from the visiting students.

### **Problems Encountered and Resources Required**

- The erratic examination schedule of the Mother University as well as lack of funds and tight academic schedule make it difficult to organize programs.
- The lack of quality infrastructure (laptop, overhead projector, sound system and auditorium) dedicated for science club work.

## **BEST PRACTICE -2**

### **Title**

Nurturing Students' Creative and Academic Publications

### **Objective:**

- To involve students in researching, compiling and writing on various academic topics and learning to present it in a compact manner through use of editing and designing software.
- To engage post graduate students into the rigor of academic research and encourage them to publish in UGC approved peer reviewed journals for academic career progression.

### **Context:**

- The sudden onset of the Covid pandemic has had a devastating toll on the mental wellbeing of students leaving them demotivated. To encourage such students most departments had taken up creative projects like magazine publishing. The program was found to reorient the students towards the rigor of academic practice and taught them skills of designing and presentation.
- This practice has been continued even after resumption of normal classes through publication of both electronic and wall magazines managed by student editorial teams.
- The postgraduate students were encouraged to publish/ present their dissertation work in peer reviewed journals/ conference abstracts to train themselves in presenting, compiling and interpreting data obtained through experiments.

**Practice:**

- A large number of online/wall magazines have been published by the students, both by the academic departments as well as from the members of NSS, Science Club and Gender Sensitization Volunteer groups.
- A one day online workshop on “Creative and Media writing” and a 5 day value added course entitled “Beyond literary texts’ were organized by the Department of English. The course provided students with hands on training on creative writing, editing, publishing etc.
- All aspects of publication work like selecting topics, researching material, writing on the selected topics, selecting pictures and photographs to substantiate the article, editing and proof reading, designing the pages were done by the students with guidance of the teachers as and when required.
- Post graduate Students from the department of Physics, Botany and Zoology have published their dissertation work in peer reviewed journals and presented articles & posters in conference.

**Evidence of success:**

- This practice has been very helpful in inspiring and motivating students in reading academic material above and beyond their prescribed text and syllabi.
- It has not only cultivated their creative talents but also encouraged the building of soft skills like writing lucidly in English, artistic talents, typing, editing, page designing and use of various software.
- Publication of **46 magazines, 36 journal articles, 10 book chapters, 41 conference abstracts and 20 posters** bear witness to this endeavour

**Problems Encountered and Resources Required:**

- Lack of proper laboratory resources and funding deter students’ research work and related publications.
- Many students from poorer families suffer from lack of resources like internet connectivity, laptops etc required for digital publication.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

Barasat Government College traces its origin to a period of great social upheaval in West Bengal when the state was reeling under the pressure of a huge influx of people rendered destitute by the Partition of 1947. During its inception in 1950, the college was envisioned as an institution primarily for serving the needs of and empowering the socially and economically underprivileged population of migrants settling around Barasat and its rural hinterland which shared the international boundary with the then East Pakistan.

Keeping in mind the original vision of the college to impart quality education to the socially marginalized victims of the Partition, Barasat Government College still upholds its mission of providing an inclusive space where students, especially those from the weaker sections can receive the fruits of higher education irrespective of their social, economic, religious and cultural backgrounds.

**Distinctiveness 1: Melting Pot of Students from Diverse Socio-Cultural Backgrounds**

The institute being geographically well connected by road and railways with a huge rural hinterland, providing education at a low cost with additional provision of various scholarships, and being equipped with highly qualified faculties attracts students of all race, religion, culture, social and economic backgrounds (minorities, SC/ST, OBC, General, urban, semi-urban and rural). All kinds of students gather under one umbrella to attain holistic development in the institution fostering homogeneity out of the heterogeneity of their social and economic diversities. The cultural amalgamation and integration is achieved by a melting together approach through various initiatives undertaken by the college like its different best practices, programmes and high level academic pursuits. Thus the “Melting Pot” becomes an apt metaphor for the unity in diversity achieved by the institution.

**Distinctiveness 2: Holistic Approach to Education**

We consider as our distinctiveness the nurturing of the Holistic Development of students differently and exactly. Over the last seven decades the college has endeavoured to place holistic development at the centre with the four rock solid spokes of spiritual, social, physical, and intellectual development constituting the wheel on which the college runs through its corresponding diversified field programmes, academic pursuits and co-curricular activities. The outcome based education policy resulted in rapid growth by sustaining quality education leading to holistic development. Thus, our students are contributing to the society by becoming intellectually competent, morally elevated, spiritually enlightened and socially committed.

Recently nearly sixty of our faculty took training in MMTC (UGC) NEP sensitization FDP programmes and the college has taken various social pledges of the Government of India. The participation of two our former students in mission Chandrayan-3 is a supreme example of this holistic development.

### Distinctiveness 3: Academic Empowerment of Women from Marginalized Sections

Barasat has served as a seedbed of women's education in Bengal during the nineteenth century and stalwarts like Ishwar Chandra Vidyasagar, Peary Charan Sarkar, Kalikrishna Mitra were known for undertaking several social reformative actions in Barasat, including the development of education, especially women's education. A direct result of these events was the setting up of the first private school for girls in India in 1847 by Kalikrishna Mitra with the help of Peary Charan Sarkar. Barasat Government College inherits this glorious cultural past.

Carrying forward this legacy of women's education the college can boast of a student community in which the ratio of women students has consistently been more than half of the total student strength. More importantly, the representation of women from marginalized sections and the minority communities is as high as 60 percent and 20 percent of the total number of women students respectively.

The fact that such a large number of women students, specially from the marginalized communities of the surrounding rural belt not only choose to enroll at Barasat Government College but also emerge as torchbearers of empowerment after successfully completing their education is due to the following features of the college and the endeavors it undertakes.

- **Good Connectivity by Road and Rail**
- **Low Fee Structure**
- **Scholarship:** The college has a dedicated scholarship cell which provides all necessary technical support to students applying for scholarships. As a result more than 90 percent of the students of the college enjoy some form of monetary support.
- **Safe and Secure Campus:** In order to ensure a safe space for students, particularly women the college provides adequate lighting, CCTV cameras (35 installed across the campus) and security personnel (5 guards in two shifts).
- **Adequate Facilities for Women:** The college has an adequate number of girls' toilets, a girls' common room and sanitary pad vending machine to cater to the specific needs of the female students.
- **Active ICC and Gender Sensitization Committees:** The college boasts of a highly active ICC which works all the year round in tandem with the Gender Sensitization Committee to spread awareness about gender discrimination, sexual harassment and related laws, women's empowerment, the problems faced by the sexual minority (LGBTQ+ people) etc through cultural programmes, film screenings, photography exhibitions, wall graffiti, poster competition etc. In order to give further impetus to these activities, the college has tied up with the leading feminist NGO, Swayam which is providing resources and expertise for these programmes.
- **Gender Sensitization Workshops:** Intimate gender sensitization workshops for the students of each department to raise their awareness about gender issues. Through these continuous practices we have been largely successful in creating an inclusive and safe space for students irrespective of their gender identity.
- **Psychological Counseling Cell:** A unique feature of the college is its highly functional Psychological Counseling Cell helmed by a trained counselor to provide private counseling sessions to students in distress completely free of cost.
- **Large Percentage of Women Faculties:** The College boasts of a large percentage of women faculties (almost 50 percent) who not only understand the specific needs and struggles of the girl



students, but also stand as examples of women empowerment for them.

- **Consistently Good Academic Results:** All the factors mentioned above have created an academic environment conducive to the women students as borne out by the fact that more than 70 percent of the girl students from the marginalized and minority communities have scored more than 8 CGPA in their graduation examination.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

In compliance with the recommendations given by the Peer Team during NAAC Cycle 2 Assessment, Barasat Government College has taken the following steps:

- The college has conducted several innovative value added and add-on courses during the last few years in order to develop various professional and vocational skills of the students.
- Following the recommendation for creating collaborative linkages with other institutions, the college has signed 25 MoUs with different organizations for undertaking collaborative academic and social outreach activities. Besides these several teachers are engaged in collaborative research projects with other academic institutions in India and abroad.
- A Language Laboratory has been set up to enhance the language skills of the students.
- For promoting interdisciplinary learning, the college offers various value added and add-on courses. Besides, both the CBCS and NEP curricula contain several multidisciplinary modules.
- In order to promote hands on education and social service activities the Science Club and Nature Club have been formed for inculcating basic science and environmental awareness among the students of the college and nearby schools. The NSS has adopted a slum where several social awareness programmes have been organized. The college also actively promotes academic and creative publications by students and teachers.
- For the expansion of the library a new library building has been constructed. The digitization of library facilities using KOHA, INFLIBNET-NLIST has been initiated and we plan to completely digitize the library in the near future.
- The student support mechanisms like psychological counselling cell, gender sensitization workshops, mentoring of slow and advanced learners etc will be given more impetus to foster a safe, inclusive and judgment-free learning environment.
- To adapt to the needs of the post-Covid era the college has purchased Google Workspace and a Learning Management System, opened a local chapter in SWAYAM Portal, created portals for study materials and question papers in the college website. Creating online teaching modules for promoting e-learning and distance learning is also in the pipeline.
- Green initiatives like installing solar panels and pollution monitoring devices have been taken. A rain water harvesting facility is under construction and we plan to completely switch over to environmentally sustainable practices in future.

### Concluding Remarks :

Over the years Barasat Government College has set a benchmark for excellence in inclusive and holistic education by nurturing generations of students who have not only proved their mettle in academic pursuits, but also contributed significantly to nation building. The college can justly boast of a rich academic environment led by able and motivated teachers, a thriving culture of extracurricular and social outreach activities, modern infrastructural facilities, and above all a varied and inclusive social milieu where students from various social, economic and religious backgrounds weave a vibrant cultural tapestry out of diversity and difference. We are dedicated to preserving this legacy of inclusivity which is a cornerstone of Indian culture, while also making confident strides towards meeting the exigencies of the ever changing landscape of education in the age of digital technology. In the recent years the college has taken significant steps for incorporating digital

technologies including smart classrooms, online learning management systems, library digitization etc and these endeavours will be further intensified in tune with the visions of NEP 2020. Introduction of more vocational and skill enhancement courses which will prepare students for diverse occupations and multidisciplinary add-on courses which will inculcate Indian value systems, social and environmental awareness among students are also in the pipeline. The green initiatives which have already been initiated will be advanced further so that the college can fully switch over to green energy and minimize its carbon footprint in the near future. The various collaborative and outreach activities that the college has been undertaking with the help of various NGOs, government bodies and social organizations have opened up its intellectual and cultural capital for the service of the society and we are committed to continue these endeavours. Since the previous NAAC Cycle 2 Assessment the college has consistently striven to scale new heights overcoming various hurdles including the lockdown and yet much remains to be achieved. However, we are hopeful that the fruits of our hard work as displayed in this report will not go unnoticed and the college will add another feather in its cap by excelling in the forthcoming NAAC Cycle 3 Assessment.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification : 32 Answer After DVV Verification :31</p>																				
1.2.2	<p><b><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></b></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><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1626</td><td>645</td><td>656</td><td>280</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1610</td><td>345</td><td>338</td><td>124</td><td>0</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	1626	645	656	280	0	2022-23	2021-22	2020-21	2019-20	2018-19	1610	345	338	124	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
1626	645	656	280	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1610	345	338	124	0																	
1.4.1	<p><b><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></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
3.1.1	<p><b><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></b></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>14.40061</td><td>3.665</td><td>0.4</td><td>0</td><td>19.9308</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	14.40061	3.665	0.4	0	19.9308										
2022-23	2021-22	2020-21	2019-20	2018-19																	
14.40061	3.665	0.4	0	19.9308																	

2022-23	2021-22	2020-21	2019-20	2018-19
13.7026	3.665	0.4	0	19.9308

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

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
18	33	16	9	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	29	11	9	6

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
98	50	31	45	33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	24	11	18	19

Remark : Values updated.

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
45	15	14	7	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	9	4	5	4

Remark : Values updated.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	62	19	12	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	4	4	2

Remark : Values updated.

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

Answer before DVV Verification :

Answer After DVV Verification :12

Remark : Values updated considering only Faculty and student activity.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
4.30602	12.77410	1.80037	17.44596	108.18041

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
3.115	11.283	0.972	16.594	107.023

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

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

Answer before DVV Verification : 122

Answer after DVV Verification: 122

#### 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:

2022-23	2021-22	2020-21	2019-20	2018-19
38.38501	25.89257	22.37144	36.84455	29.70283

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8.54852	4.000186	2.97856	4.27321	4.23845

#### 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:

2022-23	2021-22	2020-21	2019-20	2018-19
2823	2926	2461	2665	2318

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2799	3476	2402	2364	1984

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
721	2554	3457	490	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
716	2554	3457	490	0

**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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
328	342	311	308	134

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
325	336	308	301	133

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



Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
963	947	869	852	878

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
845	947	868	824	618

Remark : Values updated.

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

**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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	45	34	28	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	11	11	3

## 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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	0	2	1

Answer After DVV Verification :

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

## 5.3.2 **Average number of sports and cultural programs in which students of the Institution**

participated during last five years (organised by the institution/other institutions)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	46	13	25	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	7	1	5	4

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	14	4	8

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	17	23	4	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	10	15	4	12

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Values updated.

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</li> <li>2. Academic and Administrative Audit (AAA) and follow-up action taken</li> <li>3. Collaborative quality initiatives with other institution(s)</li> <li>4. Participation in NIRF and other recognized rankings</li> <li>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. Alternate sources of energy and energy conservation measures</li> <li>2. Management of the various types of degradable and nondegradable waste</li> <li>3. Water conservation</li> <li>4. Green campus initiatives</li> <li>5. Disabled-friendly, barrier free environment</li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li>1. Green audit / Environment audit</li> </ol>

2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b> Answer before DVV Verification : 126 Answer after DVV Verification : 123																				
1.2	<b>Number of teaching staff / full time teachers year wise during the last five years</b>  Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>107</td><td>105</td><td>102</td><td>103</td><td>98</td></tr></table>  Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>104</td><td>105</td><td>101</td><td>99</td><td>91</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	107	105	102	103	98	2022-23	2021-22	2020-21	2019-20	2018-19	104	105	101	99	91
2022-23	2021-22	2020-21	2019-20	2018-19																	
107	105	102	103	98																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
104	105	101	99	91																	