



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **BARASAT COLLEGE**

**BARASAT COLLEGE, 1-KALYANI ROAD, BARASAT, DISTRICT NORTH  
TWENTY FOUR PARGANAS, WEST BENGAL**

**700126**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Barasat College is a premier co-educational institute of higher education in the district of 24 Parganas(North), West Bengal. The college has been imparting Higher education in Commerce, Arts and Science to the youth of this economically and educationally backward region of 24 Parganas (North). It is a co-educational Govt. sponsored College and was recognised under section 2(f) and 12(B) of the UGC Act, 1956. Initially Barasat College was affiliated by the University of Calcutta under the name 'Barasat Evening College' on and from 21st Nov 1972. Honours Course in Accounting and Finance was introduced in the session 1978-79 and honours in Marketing Course started in 2002-03. With the passage of time the need was felt to introduce Humanities Stream and it was introduced in the Day Section in the session 1988-89 with B.A Pass/General course offered were Bengali, English, Political Science, Philosophy, Education and History. Gradually Honours courses in Humanities were introduced. The Science Stream with Honours course in Geography and Pass/General courses in Pure Science, Bio- Science and Computer Science have been introduced in 2003-04 and 2004-05 respectively. After the formation of West Bengal State University for the district of North 24-Parganas in 2008, our College has come under the affiliation of this new University. In the Session 2012-13 Honours in Physics, Chemistry, Mathematics, Zoology, Botany and Computer Science were added to our journey of education.

At present about 7000 students is receiving education in Commerce, Arts and Science with Honours course in almost all subjects available here. Being an affiliated college under West Bengal State University, college offers CBCS courses in all UG programmes. Spread over a campus of 1.5 acres approximately, the college provides a congenial atmosphere for teaching and learning. Established with the objective, among other, to empower the youth through dissemination of knowledge and thereby uplift the diverse classes and communities, the college has been able to make an impact in the society. Thus, the college is contributing to social justice and national development.

### Vision

The Barasat College shares the wisdom of the traditional Indian vision of education, that aims at comprehensive development of the potential of the human resource of the society. The emblem of the Barasat college embodies the two keystones of the vision of this educational institution. "Sangachhadhwang Sangbad Dham".....Let us move ahead in unison, march forward in harmony, think together and raise our voice in chorus to lead us to the ultimate freedom, that can only be imparted by knowledge ..... "Sa vidya Bimuktaye". Barasat College carries the torch of education to spread the light of knowledge

and illuminate even the farthest corners of the society. The vision of the institution is to provide maximum educational facilities to the learners belonging to the weaker and underprivileged section of the society, coming from rural and semi-urban area and to enrich them in their academic field as well as carrier-oriented field.

The main objectives of our vision statement are:

- 1) To provide 'Life Centric' and 'job-oriented quality higher education' through a modern multi-faculty system wherein the students can be well taught and trained to become partners in the socio-economic development of the country.
- 2) To promote academic excellence and competence among the students.
- 3) To be continually cognizant with the needs and demands of students as well as the society.
- 4) To provide and develop Women education.

## **Mission**

With the mission of spreading Education among the poor and struggling sector of the society, Barasat College started its journey in 1972. The mission of the institution is to provide "Life Centric and job oriented" quality higher education through a modern multi-faculty College wherein the students can be well taught and trained to build social awareness and responsibilities towards the society and to become partners in the socio-economic development of the country. The demographic pattern of the backward District North 24 Parganas was also given due weightage at the time of establishment of the College.

### **Mission Values**

#### **1. Commitment, Concern and Care**

Three basic and core organizational values of the heritage institution of the region for providing better and enhanced opportunities of growth to the students and society.

#### **2. Effective and Economical use of Resources**

Using every single resource-physical, capital and human in a most effective and economical manner to provide an ideal model of 'total educational development'.

#### **3. Team Barasat College**

Well qualified and dedicated teaching faculty along with experienced non-teaching and support staff makes the Team Barasat College which is there to serve the students with zeal and passion.

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

### **Institutional Strength**

Started in 1972, Barasat College is one of the premiere education institutions in the state of West Bengal and the goodwill acquired by the college over the years is a permanent strength.

- ? The institution has a very vibrant and academically oriented faculty.
- ? The college has Language Lab, Geography Lab, Physics Lab, Botany Lab, Zoology and Chemistry Lab Lab and video conferencing facility. It has a Museum, fully automated Library, Rain Water Harvesting, Multi Gym.
- ? Well ventilated ICT enabled classrooms, seminar halls, conference hall, auditorium and library.
- ? Well maintained Botanical Garden with medicinal, provides aesthetic satisfaction.
- ? Cooperative and devoted nonteaching staff.
- ? The alumni of the college serve in various capacities as entrepreneurs, advocates, academics, journalists, civil servants, writers, activists, political leaders and social workers.
- ? The college constantly engages in community linkage programmes.

### **Institutional Weakness**

- ? Deterring socio-economic condition of the students comes on the way of their learning process.
- ? Limited academic flexibility since the institution is implementing university curriculum.

### **Institutional Opportunity**

- ? College seeks to strengthen the quality of community outreach activities planned in collaborations with industries.
- ? Technology mediated teaching and learning offers opportunities for evolving flexible curriculum.
- ? To improve Add on courses and other post-graduation courses to make students confident and knowledgeable for getting placed.
- ? Vocational Courses can be offered to enhance students' employability.

### **Institutional Challenge**

- ? Delay in sanctioning of vacant posts by the government is a hurdle.
- ? Often the students coming from vernacular background lack proper communication skills.
- ? Students are yet to have many choices of subjects as expected from the CBCS curriculum leads to getting admitted in the institution having more choices.
- ? Unemployment has become a threat to the traditional learning without having practical exposure in the curriculum. Students passing from the institution through general Arts and Commerce modes get limited employment opportunity.

? The full potential of Alumni is yet to be tapped so far as more developmental work is concerned.

? The college needs to introduce more skill-oriented programmes to cater to the social needs.

? Implementation of New Education Policy 2020.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- The College is affiliated to West Bengal State University and runs eighteen under-graduate programmes. The college is following Choice Based Credit System pattern since the academic year 2018-19.
- For the smooth conduct of the teaching-learning process, a faculty-wise Time Table is prepared by the Routine Committee which is then adopted after the approvals from the IQAC and the Principal.
- The University Calendar lays down the broad framework of academic activities for the year. In every academic session, the IQAC and College Committee plans the college academic calendar for curricular, extracurricular and co-curricular activities. The details regarding submission dates of assignments are informed by the individual teachers as per their lesson plans.
- Teachers of the College are represented on the Academic Council and Board of studies of the University. Teachers actively participate in paper setting, moderation and evaluation work of the university papers.
- The curriculum of all the programmes has been revised once during the last five academic years. 700 new courses were introduced during the review period.
- MOOC courses are integrated into the curriculum.
- Flexibility in choosing Non-Major Elective courses promoting horizontal mobility across the departments.
- 53 value-added courses were offered during the last five years.
- Emphasis is laid on Skill Development, Employability and Entrepreneurship and they are integrated into the curriculum.
- Experiential Learning activities such as Internships, Projects, and Field and Industrial visits are integral to the curriculum.
- Concerns related to gender, human values, professional ethics, and environmental sustainability are woven into the curriculum.
- Structured curriculum feedback was gathered from students, alumni and parents was analysed by the IQAC for continuous improvement. The feedback analysis and action taken report are updated on the website.

### Teaching-learning and Evaluation

- The institution adheres to the admission policy of the government ensuring transparency, inclusivity, and equity.
- The average demand ratio of applications is 1:5.
- Government norms are followed and seats are reserved for SC, ST, OBC, Divyangjan, and minorities.
- The teacher-student ratio is 1:126.
- Participatory learning activities with impetus on student-centric pedagogy are employed.

- Experiential learning is ensured through Projects, Internships, Industrial Visits, Field Trips, and educational tours.
- Problem-solving teaching-learning methodology facilitates the application of domain knowledge to solve practical issues.
- The pedagogy of the college has ICT at its core.
- Learning Management System has been customised for Barasat College.
- Every student of the college has a teacher mentor during his/her years at the college.
- Adherence to the annual academic plan and academic calendar.
- Most of the sanctioned posts are filled through a well-structured recruitment process.
- The average teaching experience of faculty members in the institution is more than 10 years.
- IT integrated Admission and Fee Payment System facilitates support with respect to Student Admission and Fee Payment.
- Outcome Based Education pattern is followed with a focus on the measurement of student performance through outcomes.
- The pass percentage for the 2020-2021 graduating batch is 99.9%.

### **Research, Innovations and Extension**

- Research activities of the college are supervised by the newly formed Research and Development Cell (RDC).
- During the five years, 126 programmes were organised by the college with respect to Research Methodology, Intellectual Property Rights, Entrepreneurship and Skill Development.
- 48 articles were published in Scopus, WoS, UGC and Peer-Reviewed journals.
- 59 were published as books, chapters and conference proceedings.
- Workshops were organised to train teachers and staff.
- The Extension and outreach initiatives are driven by the departments and NSS. Students are encouraged to participate in these extension activities.
- More than 700 extension and outreach programmes organised have impacted the community in and around Barasat.
- Barasat College has witnessed more than 53 collaborative activities for academic purpose.
- The college has 16 functional MoUs with reputed institutions, Colleges, Municipality and Registered NGOs.

### **Infrastructure and Learning Resources**

- The green-certified Barasat College campus of 1.25 acres with a built-up area of 2775 sq. mts. has well-planned facilities for academic and extra-curricular activities.
- Infrastructure maintenance, safety and security, and IT policies govern development activities.
- There are 34 ventilated and spacious classrooms, among them eight are ICT-enabled.
- 6 subject-specific laboratories enrich learning experiences.
- 70 desktop computers and 4 laptops are available for use by faculty, students and the college office.
- Canteen facility is available in the campuses.
- There is one airconditioned Auditoriums for interactive programmes and cultural activities.
- The campus houses facility for Badminton Court and carom, chess and other indoor games.
- Gymnasium and yoga room rejuvenate the young students and faculty.
- The libraries with Integrated Library Management System houses 32,312 books, six Print Journals.

- Through INFLIBNET N-LIST project the library can access more than 32,00,000 volumes of E-books and more than 6000 E-journals with back issues.
- The campus is partly wi-fi enabled with a bandwidth of 50 Mbps.
- Barasat College Learning Management System Portal enables blended learning.
- Adequate budget has been allocated for infrastructure augmentation and maintenance.
- The college has hardware resources, licensed and open software supplementing classroom learning. Licensed software (COHA) and opensource software (Linux OS, Q-GIS, Code Block, Java, Python and MySQL, Eclipse, LibreOffice) are available for academic and research purposes.
- There is an organisational system for monitoring and maintenance of the infrastructure and IT facilities.

### **Student Support and Progression**

- The college offers a favourable environment for the holistic growth and development of the students.
- Constant effort is taken to ensure an adequate support system for their well-being.
- During the five-year review period, 19575 students have benefited from the West Bengal Government Scholarships.
- 9099 students benefitted from the institutional scholarship amounting to Rs.16365230.
- Some students of the institution have undergone training in personality development, soft skills, language and communication skills, life skills and awareness of trends in technology.
- Impetus is given for yoga, meditation, physical fitness, health and hygiene.
- The college has a systematic approach in the areas of student counselling, mentoring, and student welfare.
- Career guidance is provided through a dedicated placement cell.
- 68 students have opted for higher education in the last five years.
- Barasat College organises special lectures to the students to undertake competitive examinations.
- 10 students got appointment in different government and non-government sector jobs.
- 09 students have qualified in the various higher examinations.
- An effective system supported by statutory bodies exists for student grievance redressal and prevention of sexual harassment. The institution has adopted a zero-tolerance policy for ragging.
- The students have participated in the cultural festivals organised at various levels.
- 09 students have brought laurels to the college for outstanding performance in sports.
- The Electoral Clubs are proactive in organising and managing various activities and programmes.
- 117 sports and cultural events were organised by the institution in the last five years.

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

- The transparent, inclusive, and participative governance at Barasat College is structured and aligned with the vision and mission of the institution: to provide 'Life Centric' and 'job-oriented quality higher education' through a modern multi-faculty system wherein the students can be well taught and trained to become partners in the socio-economic development of the country.
- The departments and faculty are directed by the principles of decentralisation and participative management to accomplish institutional goals.
- The well-structured organogram demonstrates the reporting relationships and communication channels.
- The statutory and non-statutory committees foster academic and administrative excellence that meets

higher education standards.

- The perspective plans of the college are multi-pronged for sculpting organisational success. The strategic plan of the college for the decade 2020-2030, established the college's goals and development plans.
- E-governance is implemented in administration, finance, accounts, student admission, student support and examinations, under the able guidance of experts in respective areas.
- Faculty members are provided with, financial support to present and publish papers in conferences, workshops, and seminars.
- The college has organised professional development and administrative training programmes.
- Faculty members of the college have undergone face-to-face or online faculty development programmes and refresher courses.
- Internal and external audits are conducted periodically.
- Adequate allocation of budget, mobilisation and management of resources are meticulously carried out.
- The Internal Quality Assurance Cell is a nodal centre dedicated to improving educational quality by implementing a systematic improvement plan for all aspects of the institution's operation. It assures all stakeholders that the quality management system of the institution is accountable and transparent.
- The IQAC reviews the teaching-learning processes and attainment of learning.
- The IQAC meets regularly, analyses feedback received from students, parents and other stakeholders on quality related issues for the improvement of teaching, learning, and research in the college, collaborates with institutions of repute, timely submission of AQAR, planning for participation in NIRF and undertakes quality audits.

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

- The initiatives and events enumerating values, social responsibilities, best practices and institutional distinctiveness:
- The college has facilities for alternative sources of energy-LED bulbs. Power-efficient equipment have been installed.
- RO-Water is recycled and used.
- The institution's electronic trash, broken and non-usable hardware, is disposed of through e-waste vendors periodically.
- The wastewater generated on campus is disposed of in the underground sewage system that uses drainage channels for the corporations' work. `
- Campus has Rainwater harvesting facility.
- Water conservation facilities such as borewell recharge, water tanks, are maintained.
- Many Staff and students use bicycles.
- Single-use plastic is prohibited on campus.
- The campus is Green with different species of trees and plants.
- Quality audits such as green audits, energy audits, environmental audits are undertaken.
- The college is disabled-friendly, barrier-free environment with ramp and washroom.
- The college does not tolerate discrimination on the basis of caste, colour, creed, and religion. It ensures inclusivity, communal harmony and respects multi-culturalism on the campus.
- Specific programmes were organised to sensitise students and staff on constitutional

obligations, values, rights, and duties of citizens.

- The staff and students adhere to the code of conduct, monitored by a Committee.



- Programmes on professional ethics and orientation on the code of conduct have been organised.
- National and International commemorative days, events and festivals were organised to instil national integration and harmony.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	BARASAT COLLEGE
Address	Barasat College, 1-Kalyani Road, Barasat, District North Twenty Four Parganas, West Bengal
City	Barasat
State	West Bengal
Pin	700126
Website	<a href="http://www.barasatcollege.ac.in">www.barasatcollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Parthapratim Dasgupta	033-35564702	9836127366	-	parthapdasgupta8@gmail.com
IQAC / CIQA coordinator	Prateeti Bhattacharya	091-9331265082	9331265082	-	prateeti22@yahoo.com

Status of the Institution	
Institution Status	Government and Grant-in-aid

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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	21-11-1972	<a href="#">View Document</a>
12B of UGC	21-11-2022	<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 College, 1-Kalyani Road, Barasat, District North Twenty Four Parganas, West Bengal	Urban	1.25	2775

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali	36	HS or Equivalent	Bengali	115	66
UG	BSc,Botany	36	HS or Equivalent	English	30	9
UG	BSc,Chemistry	36	HS or Equivalent	English	30	8
UG	BCom,Commerce	36	HS or Equivalent	English,Bengali	305	180
UG	BSc,Computer Science	36	HS or Equivalent	English	35	8
UG	BA,Education	36	HS or Equivalent	English	116	79
UG	BA,English	36	HS or Equivalent	English	71	44
UG	BSc,Geography	36	HS or Equivalent	English,Bengali	101	62
UG	BA,History	36	HS or Equivalent	English,Bengali	93	56
UG	BSc,Mathematics	36	HS or Equivalent	English	33	9
UG	BA,Philosophy	36	HS or Equivalent	English,Bengali	70	25
UG	BSc,Physics	36	HS or Equivalent	English	35	12
UG	BA,Political Science	36	HS or Equivalent	English,Bengali	85	49
UG	BA,Sociology	36	HS or Equivalent	English,Bengali	60	32
UG	BSc,Zoology	36	HS or Equivalent	English	53	46
UG	BA,Bachelor Of Arts	36	HS or Equivalent	English,Bengali	2397	2666

UG	BSc,Bachelor Of Science	36	HS or Equivalent	English,Bengali	110	91
UG	BCom,Bachelor Of Commerce	36	HS or Equivalent	English,Bengali	220	90

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				9				50			
Recruited	0	0	0	0	5	4	0	9	23	24	0	47
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	20	3	0	23
Yet to Recruit				13
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
Yet to Recruit				0

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

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	1	0	1
Ph.D.	0	0	0	4	2	0	4	7	0	17
M.Phil.	0	0	0	1	1	0	5	6	0	13
PG	0	0	0	5	4	0	24	23	0	56
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	4	0	0	0	4
	Female	0	0	0	0	0
	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	348	355	289	249
	Female	330	267	217	223
	Others	0	0	0	0
ST	Male	14	12	6	10
	Female	13	6	4	8
	Others	0	0	0	0
OBC	Male	302	296	301	265
	Female	297	288	291	244
	Others	0	0	0	0
General	Male	1075	933	942	1083
	Female	1153	915	834	1014
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3532	3072	2884	3096

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The plan of the College is to inculcate a multi-disciplinary approach to the curricular and co-curricular activities by allowing the students to take any subject combination beyond the conventional
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	<p>ones; have Practical Classes, Field Tours, Academic Visits etc. jointly by a cluster of Departments, and holding Interdisciplinary Seminars, where Teaching Faculties of all Departments can officiate as Speakers.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a) The College preserves all data, including the Marks of the Students, to be retrieved at the push of a button. b) The College augments multiple entries and exits, so that Students can go for other courses, complete them and return to resume the one in the College, left midway. d) The College Faculties are prominent members in the WBSU Board of Studies of W.B.S.U and have important say in framing of the Syllabus. Instead of going by the conventional books and syllabus, Teachers provide extensive and innovative reading list and web links to augment the students store of knowledge. Innovative assessments encourage the individual talent of the students. e) The ABC is preserved very meticulously and with care, so that it can be retrieved or procured in the push of a button. For any error in Marks sheet or any technical mistake in form fill up, the College opens up a series of correspondence with the affiliating University for the rectification of the error and procurement of the marks sheet.</p>
<p>3. Skill development:</p>	<p>(a) The College has actively functioning MOUs with as many as 5 Organizations of National and International repute. We go for Employment Drive, particularly with 6 Sem and DDE RBU PG Students regularly with many student happily employed, with the initial monthly salary ranging from Rs 10,500 to Rs 16,500/. List of the details of such programs are enclosed. b) List of Value-based Education, and how they inculcate the values mentioned. (c)The College plans to provide at least one extra credit to all the students who take at least one vocational course. Departments are vigilant to do so by constant interaction with the Students of both Honours and General Streams. d)Industry Giants like George Telegraph, Magic Bus, Pune Institute of Business Management, Anudip Foundation, Frankinn Aviation training Academy hold Faculty Exchange and Regular Training Sessions in ODL/Blended/On-Campus modular mode regularly. Anudip Foundation, an NSDC Certified organization has a MOU with the College for skill development of the Students and Faculty. When they offered 30% of</p>

	<p>their Course Fee, i.e., Rs 300 per student to the College Exchequer, we thought it worthy to forgo the amount and requested them to waive the said amount from the Students' Course fees, to make it more affordable and lucrative to the Students. (e) The Skilling Courses, hosted by the mentioned Training Institutes, are planned in such a manner that they do not clash with the normal Classes of the College. (f) The College has gone all out for the development of the Soft Skills of the Students: training sessions of various durations, from 4 hours to 30 hours, are regularly hosted by the College so that the Students are future-ready for the challenges of the job market.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>a) As most of the students of the College are from Vernacular Medium and First Generation Learners, Teachers teach in a 3:1 medley of L1 and L2, so that they do not have any problem in comprehension. (b) All Degree Courses, including English Literature, is also often taught in bilingual mode, to cater to the ground reality of the need of the students. (c) The Field Tours and trips for the students hosted by the College are often set in National Museum, Managal Pandey Park, Barackpore, Jorasako Thakur Bari, associated with Rabindranath Tagore and the renaissance of Bengal so that Students have some inkling of the Indian Traditional Knowledge, Indian Arts, Culture and Tradition, for further nurture. (d) The Teachers and Students are also instructed to maintain a dress code and behavioral pattern that synchronizes with the Indian Culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>a) The College has gone out and out for OBE, out of the realization that merely providing the student with a Degree, nothing more than a piece of paper, is not enough. The College is generating employment for its Students through regular and rigorous training through Corporate and Employability generating Giants, with nearly 60 students already employed through them. b) The College holds regular Career Advancement Seminars with varied Training and Employment generating Institutes, the moment they get admitted to 6 Sem, so that they can become employed, even before the publication of their final results.</p>
<p>6. Distance education/online education:</p>	<p>The College has been very successfully the Distance Education Course of Rabindra Bharati University for more than 15 years now, where the number of</p>

Students is 2000+ and the ratio of the receipt of 1 Class and High 2 Class is 2:3. The College has also opened DDE of Burdwan University, through which PG in Sanskrit, Philosophy and Commerce will be taught.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Clubs (ELC) are especially being set up in colleges targeting the new voters, (in the age group of 18-21 years old) pursuing their graduation. The club have all the students from all semesters as its members. ELC's objectives are: To educate the targeted populations about voter registration, electoral process and related matters through hands on experience; To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs To help the target audience understand the value of their vote and exercise their right to franchise in a confident, comfortable and ethical manner; To harness the potential of ELC members for carrying the electoral literacy in communities; To facilitate voter registration for its eligible members who are not yet registered; Resource Guide Electoral Literacy Club, No Voter to be Left behind Every Vote Counts To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC committee is formed and appointed by the college. The committee members are the followings 1) Palash Biswas (Co-ordinator, Faculty member) 2) Sankha Shekar Biswas (Faculty member) 3) Rohit Mitra (Joint Co-ordinator, Student) 4) Sayan Ghosh (Student Member) 5) Sourav Majumder (Student Member) 6) Mustafiz Hossain (Student Member) Students' co-ordinator and co-ordinating faculty member maintain high coordination to each other. They are planning different activity throughout the year.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral</p>	<p>As an important college in a very convenient location, reachable by road and rail very comfortably, Barasat College has long been a site for correction of</p>

<p>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.</p>	<p>the electoral role as well as enlistment of the names of those who have just reached the age of voting. A govt. appointed enlister cum rectifier is earmarked for the college and sits close to the Gym adjacent to college lawn from where he/she operates. Local residents and common people are allowed to enter into college premises through the main gate to resolve the queries through this govt. appointed enlister cum rectifier of the voter list. College students, particularly those of higher semester often help him out in the process of rectification cum enlistment by filling up forms, collecting documents and even answering the queries of the junior students. In that way exposure to the twin system of rectification cum enlistment enabled the students to form adequate knowledge the voting system. They are also trying to enhance their participation under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club conducted Mock Parliament in the college to make students prepared for participating in the Youth Parliament Competition organised by the dept. of parliamentary affairs, govt of West Bengal to make aware about the role and activities of the parliament and legislative assembly. The Electoral Literacy Club committee also conducted to conduct a talk on “Know your constitutional right” to different department to make students aware of their voting right which leads to enhancing electoral participation of the voters in India. The Electoral Literacy Club committee for the year 2019-2020 conducted a programme on the subject “Electoral Literacy in India” and a talk show with an eminent political person of the state.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As There is a govt. appointed enlister cum rectifier of the voter list present in the college, most of the time the local students are encouraged to take his/her aids to enlist their name in the voter’s list accordingly the concerned person ask them to bring them relevant documents to in support of their age proof and residents proof. Once the process of enlistment is completed the concerned govt. representative shows the concerned students through his /her laptop that their name has been enlisted. Consequently, the concerned students don not have to run from pillar to post for the mentioned enlistment in the voter list. As</p>

our colleges a well-knit organisation, with lots of acquaintances, sometimes individually officers or members of the civic body are written to or phone in case a bonafide student has problems in enlistments. Or even forward letters to relevant authorities if any student of the college has problem in enlisting in the voters list.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7075	7213	5946	6186	6030
File Description		Document		
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: 60

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	57	57	24	24

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
79.30317	86.70058	104.58202	133.52557	155.64566

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 College adopts the curricular guidelines of the West Bengal State University and formulates the Academic Calendar including the time-table with inter-departmental coordination considering the examination schedule, workload, holidays and regional festivities/ occasions. The principal meets the departmental heads from each discipline to chalk out the implementation of the University curriculum. The teachers of each department constitute the Departmental Committee, which have the responsibility to fine tune the implementation process of the curriculum. The Departmental reports, at the end of each academic year, compiled, collated and critically evaluated to modify the academic/extracurricular planning for the subsequent year. The teachers evaluate the progress of the students as part of the continuous evaluation process and identify the students who need special care. They are always ready to guide the students in selecting appropriate combination of subjects for the CBCS semester depending on the interest and performance of a particular students. The teachers too, update their knowledge of the subject and keep abreast of the recent developments in the discipline and innovations in teaching methodology, by participating in different seminars and workshops organized by the college or outside. The teachers contribute to the existing knowledge pool by regularly publishing in reputed journals. The Faculty Exchange Programme has come as a boon to the teachers and students alike, that helps all to appreciate needs of the teaching and student community in a wider perspective and improve the teaching-learning activities in a need-based manner. A significant share of the students of Barasat College hail from a very humble background with economically challenged or lower middle-class environs, where some are first generation college goers if not the first-generation learners. The medium of instruction is bilingual. Use of the mother tongue, Bengali, enables the students to have an easier grasp in the subject. Student specific intensive and targeted tutorials are designed and implemented that are tailored to address the deficiencies detected during the continuous assessment activities. Departments conduct Value Added certificate Courses to make the students practically ready and psychologically prepared to make the best use of the career opportunities. Libraries are treasure troves that should provide the students the necessary thrills in exploring the ever-expanding horizons of every sphere of learning. The Library of Barasat College offers a student-friendly ambience of comfortable reading rooms, recent volumes of text books and journals with internet nodes and photo copying facilities. As the recent trend is on self-directed learning and ever-increasing reliance on information technology, students are encouraged to get accustomed with computer/IT assisted learning while participating in short term projects for acquiring and assimilating data available outside the text books by following small group interactive modules. Field tours and excursions or socially interactive programmes are conducted for better comprehensions of the subject matter in the backdrop of their immediate environment in context to the bigger canvas of the national and international realities.



<b>File Description</b>	<b>Document</b>
Upload 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:** 37

<b>File Description</b>	<b>Document</b>
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>

**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:** 4.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
1535	70	0	0	0

<b>File Description</b>	<b>Document</b>
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:**

Barasat College is committed to develop a vibrant educated generation, the future leaders for shaping up

the socio-eco-cultural landscape of the region. And to achieve this, due importance has been given on maintaining a high level of professionalism both for teaching and non-teaching staff of the college. A manual for code of conduct has been prepared by the college authority, in tune with the guidelines set by University Grants Commission on professional ethics of the teaching community. A similar one has been prepared for the students too. The college IQAC keeps a close vigilance in this regard. Proper personality development of the students is important, as a significant section of our students hail from socially, economically and educationally challenged families. For them the 'struggle for survival' is a tough battle in real terms. Regular counseling, mutually cooperative target-oriented curriculum and celebrations of days of national importance and anniversaries of the national heroes etc. are organized to shape their character and boost their morale to survive the struggle. The college believes in gender equality. Almost seventy percent of our female students belong to the lower socio-economic strata of the society and are victims of various discriminatory practices, inherent to it. The womenfolk have long been deprived of their right to social, educational and economic equality. But there is no denying that 'narishakti' plays the pivotal role in the holistic development of a society. Considering the gravity and seriousness of the situation, special effort is made to eradicate this discrimination. Confidence building measures have been formulated and implemented. The college holds a leading role in the district in disbursing the Govt. grants pertaining to various women-welfare schemes aiming at women empowerment. A grievance cell has been set up consisting of teachers and representatives of the stakeholders to look after various gender related disputes. Counseling sessions for the girl students are held regularly by each department whenever it is necessary. Apart from this, seminars, workshops with eminent personalities, especially women who struggled against the odds to become successful, have been arranged as 'motivation' measures. As a sizable section of the students are from a semi urban or rural background, they are naturally tuned to the Nature but their immediate society has not been sensitized to the idea of sustainability in the wake of rapid urbanization and fast transformation of landscape. Since the environment of such a fast-changing landscape is too fragile or 'nazhuk', some special care is needed for maintaining the equilibrium. Therefore, regular awareness drives are carried out not always very formally, but informally too through regular teaching and interactions. The college environment is highly exposed to high levels of air and noise pollution owing to its highway side location. Environmental awareness is being promoted by activities like seminars, interactive workshops, Poster competition etc. Wall magazines designed and published by the students regularly deal with the environmental issues, along with tree plantation and monitoring, enforcement of tobacco free zones, 'no to plastic' drive, 'no to noise pollution' drive etc.

File Description	Document
Upload 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:** 8.88

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

**Response:** 628

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>
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:** 77.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
3532	3072	2884	3096	2534

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

2021-22	2020-21	2019-20	2018-19	2017-18
4218	3799	3799	3799	3799

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list as published by the HEI and endorsed by the competent authority	<a href="#">View Document</a>
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	<a href="#">View Document</a>

#### 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:** 66.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
1443	1260	1108	1188	852

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

2021-22	2020-21	2019-20	2018-19	2017-18
1901	1710	1710	1710	1710

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>

## 2.2 Student Teacher Ratio

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

**Response:** 121.98

## 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 College gives special emphasis on experiential as well as problem oriented experimental and participatory learning processes while designing its academic curriculum within the framework provided by its affiliating University West Bengal State University. All the teaching methods are adopted with thorough research on ‘whom we teach’ and then best student centric approaches are formulated using different ICT enabled digital tools that are feasible within the resource potential of the College both financially and academically. Since a large section of the students are first generation college goers and do not have proper academic environs at their residences conducive for pursuing higher education, main focus is on making the academics more interesting and relevant to their daily living. There is no denying that an ‘academically experienced’ environment naturally boosts up the knowledge base of a learner – college tries to fill up that existing gap in between. Keeping in view Digital Literacy and its importance in our

lives, the college has consistently made efforts to integrate the same in the curriculum. The college has a Wi-Fi-enabled campus. The computers in the labs and library are accessible to the students to encourage them to use ICT tools in their academic and project works. All the departments of social sciences carry out field tour programmes where the students get the opportunity to meet the society, interact with them and learn about the socio-eco-cultural landscape in the backdrop of the characteristic physical landscape to verify the applicability of the theoretical knowledge gained in the classroom. College promotes participatory learning as it helps to build up self confidence amongst the students and helps in understanding the perspectives of others. Lectures have been made more interactive to infuse more vibe into the teaching-learning process. Short Group Teachings tend to make the students confident and more at ease to express their understanding on the subject and seek clarification on the blurred domain. Each department promotes cooperative implementation of projects on various contemporary issues designed for different groups of students, encourages conscious decision making against plagiarism or unfair means of copying and catalyzes involvement of both the students and teachers. Posters presented by students of different departments depicted their concern on various social and environmental issues like literacy, social empowerment, global warming, noise pollution etc. Experiential learning in the form of awareness campaigns in the jhuggies and slums of this area give the students some first-hand experience of the problems and intricacies in maintaining the environmental homoeostasis. Experimental projects like 'Tree Plantation Drive' and innovative ideas expressed in the Poster Presentations highlighted the efforts and ideas of the students in resisting degradation of the environment in the process of economic and infrastructural development. Students participate in Youth Parliament to voice their concern and debate on solving the national and international issues. The college organizes seminars/workshops/talks by eminent personalities to widen the horizon of appreciation of the students and teachers alike. Students and teachers hone their literary skill to bring out issues of Wall Magazine and College magazine.

File Description	Document
Upload 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:** 93.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	59	59	29	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<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:** 43.18**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

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

File Description	Document
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>

**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:**

Proper evaluation system is an integral part of any academic exercise of any Higher Education Institute. Barasat College is no exception to that. The college is affiliated to West Bengal State University and follows the norms specified by the University regarding the Internal Assessment and Centralized External Assessment of the students. The External Assessment examinations are conducted by the University but the college forms one External Examination Committee composed of members from both teaching and non-teaching staff to coordinate the smooth conduct of the examination process at the college end. The students are given clear guidelines about the evaluation process during the orientation programme. The University sets the guideline to carry out internal assessment as a part of CBCS examination system. Each department has different assessment methods as specified by the respective Board of Studies. College follows the guideline and one Internal Examination Committee with members from both teaching and non-teaching communities is set up to monitor the process. Individual departmental teachers communicate the specific criteria about the internal evaluation system, to their respective students. The students are notified about the dates and procedures of the internal assessment through the college website and departmental notification system sufficiently in advance. The approach of the college is student friendly and transparent. In case of extreme emergencies students are even personally contacted so that they get full support from the college and their studies do not suffer. Sometimes, if found necessary, the students are allowed to improve their performance through multiple tests and assignment schemes. The answer scripts or assignments are evaluated and then sent back to the students for their own assessment. They can meet the respective departmental teachers in case of any grievance or confusion. Further if they have any queries or

complaints against the transparency of the mechanism, are free to meet the grievance redressal committee or the Internal Examination committee. Students must pass the internal assessment examination before appearing for each external examination. They get multiple opportunities to clear the external semester examinations. A student failing in an Odd Semester would re-appear for that specific subject during the subsequent Odd Semester along with the subjects chosen for that semester. The same applies for the Even Semesters also. But a student must clear all the backlogs by the 5th semester before appearing for the Final (6th Sem) Examination. As per the University guideline, 75% attendance is needed to qualify for appearing in the Internal Assessment Examination. Students get a credit out of a total of 5 marks allotted for attendance, depending on the number of classes they have attended. Departments maintain separate Attendance Register for each batch. Students are kept informed about their required percentage of attendance to qualify for the University Examinations. Counseling or parent teachers meetings are conducted for irregular or absentees. Different departments of the College also have their own mechanism for continuous evaluation of students' progress. Our intra departmental assessment system tends to identify their hurdles with an aim to redress those within specified course period

File Description	Document
Upload 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:**

In adopting the vision of structured outcomes in objective-driven education, the college website reiterates and underscores the intended capacity building trajectory for each Programme and Course offered in the curriculum. The college however works within the derivative limits of an affiliate of a parent university whose vision is not only mechanically reproduced but is given a new lease of life. That of course calls for efforts beyond the website notification to the functionality of sincere interactions with students on the outcomes envisioned and the belief generated in realizing those goals. At Barasat College we believe in kindling the fire for accomplishments which may not necessarily be measured immediately in metrics of evaluation, but would produce glorious results in future walks of life. The attainment is however evaluated periodically through a series of continuous evaluations. The Internal Evaluation in each discipline consists of both the written and viva voce tests and both the components are put to use in varying degrees. Within the components, while the students are tested on their attainments in traditional Question-Answer format; they are also given Assignments on broad topics, Projects on areas that are prompted by successful learning of the core areas of the curriculum taught. The viva voce tests to look beyond the prefigured, tell-tale exercise of routine formalities and tend to elicit conceptual registers that are the proposed outcomes of the courses. In Humanities especially, the capability of the students to apply classroom knowledge under real life circumstances is evaluated within the rubric of Internal Evaluation. The courses under AECC-English Communication and Creative Writing for example are tested in the format of simulated Workshops in classroom situations. Learners are encouraged to communicate in English with peer groups on topics



which naturally come up in the course of group discussions. These carefully structured sessions are moderated by teachers whose unobtrusive presence contributes to the facilitation of spontaneous transactions in a fun way of learning. Evaluation of attainment of students also forms the broader perspective of organizing field trips, exponential learning programs, educational excursions and cultural programs commemorating social-cultural phenomena of importance. Many of the departmental activities are organised as extension programs for addressing a particular lack identified during a candid interaction with learners on excursions. Finally, with the objective of sensitizing the students on the attainment of desired proficiency in relevant fields, they are provided with the opportunity of meeting the industry representatives in Placement Seminars, Job Fairs, and Vocational Training Courses. These programs are regularly organized in the college campus and they draw huge participation of enthusiastic students. Already these forays into the job world have resulted in employability opportunities for the students.

File Description	Document
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:**

**The college works within the derivative limits of an affiliate of a parent university whose vision is not only mechanically reproduced but is given new lease of life. That of course calls for efforts beyond the website notification to the functionality of sincere interactions with students on the outcomes envisioned and the belief generated in realizing those goals. At Barasat College we believe in kindling the fire for accomplishments which may not necessarily be measured immediately in metrics of evaluation, but would produce glorious results in future walks of life.**

**The achievements are marked through a series of continuous evaluations. The Internal Evaluation in each discipline consists of both the written and viva voce tests and both the components are put to use in varying degrees.**

**The students are tested on their attainments in traditional Question-Answer format; they are also given Assignments on broad topics, Projects on areas that are prompted by successful learning of the core areas of the curriculum taught. The viva voce tests too look beyond the prefigured, tell-tale exercise of routine formalities and tend to elicit conceptual registers that are the proposed outcomes of the courses.**

**In Humanities especially, the capability of the students to apply classroom knowledge under real life circumstances is evaluated within the rubric of Internal Evaluation. The courses under AECC-English Communication and Creative Writing for example are tested on the format of simulated Workshops in classroom situations. Learners are encouraged to communicate in English with peer groups on topics which naturally come up in the course of group discussions. These carefully structured sessions are moderated by teachers whose unobtrusive presence contributes to the facilitation of spontaneous transaction in a fun way of learning.**

**Evaluation of attainment of students also forms the broader perspective of organizing field trips,**

exponential learning programs, educational excursions and cultural programs commemorating social-cultural phenomena of importance. Many of the departmental activities are organised as extension programs for addressing a particular lack identified during a candid interaction with learners on excursions.

Finally, with the objective of sensitizing the students on the attainment of desired proficiency in relevant fields, they are provided with the opportunity of meeting the industry representatives in Placement Seminars, Job Fairs, and Vocational Training Courses. These programs are regularly organized in the college campus and they draw huge participation of enthusiastic students. It raises the employment opportunity of the students in the job world.

File Description	Document
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:** 71.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
1567	1264	1180	606	952

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

2021-22	2020-21	2019-20	2018-19	2017-18
1579	1264	1493	1593	1890

<b>File Description</b>	<b>Document</b>
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>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response: 3.66</b>	
<b>File Description</b>	<b>Document</b>
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:** 0

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

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

**File Description**

**Document**

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

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

**Response:**

Within the limited scope of an affiliated college, catering to undergraduate students; the institution strives to register innovations in creating new knowledge and applying them to the teaching-learning process. In the laboratory-assisted Departments of Science and Geography; the new approaches are routinely experimented with under the guidance of teachers who are conversant with emerging fields of study and modern outlook to subjects. For all the streams of Science, Humanities and Commerce, minting of new knowledge however, takes the form of publishing well-researched, path breaking ideas in reputed Journals and books. On most occasions, the published papers draw upon the actual classroom experience of the teacher concerned and originate in a dynamic discourse during the reciprocation-transmission of knowledge with the students. For some departments like Botany, article contributions are regularly published in journals of International repute. The college has also been offering a platform for the expression and transfer of innovativeness through its own journal publication which proves an immediate fillip to the academic exercise of the learned community within. In an effort to build a self-sustaining ecosystem of innovation in knowledge, Barasat College has always been active in organizing seminars and workshops to address the expanding horizon of knowledge. This includes domain-specific knowledge that is often defined by the Industry, institutional practices and job-market. During the recent pandemic, the college had maintained a constant dialogue with the external world through a spate of online Seminars and workshops. In a period of gloomy despondency, the innovation in cultivating knowledge and the ingenuity of reaching them to the academic community accounts for a dedicated approach to knowledge creation and

transmission. The transfer of knowledge has taken a whole new dimension with the signing of MOU with other colleges on sharing of resources and building collaborations. Already students of Barasat College have shown great enthusiasm in this new mode of inter-college relationships. Lectures and presentations delivered by the honorable professors of neighboring colleges are seen as crucial exposures to knowledge and learning modes to be considered as opposing closure to forms of systemic limitations.

File Description	Document
Upload 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:** 195

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	41	36	62	40

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:** 0.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	1	0	1

File Description	Document
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>

### 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:** 0.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	6	4	3	5

File Description	Document
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>

## 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:**

Education can be considered to be a social process evolved to cater the time specific need of the society. In tune of the vision of 'Sangachhadhwang Sangbadadham' and commitment of spreading the light of knowledge, illuminating even the farthest corners of the society, Barasat college vows not to increase the number of 'educated-illiterates', but to gift the society a self-reliant, self-sustaining, self-confident, self-respectful, innovative generation who will be passionate in taking an active role in various contemporary issues and contribute towards its sustainable holistic development. College NSS, is primarily assigned to sensitize students on various social and environmental issues by promoting and carrying out various extension and outreach services. Biggest challenge of the present-day world is sustainability and environmental degradation. NSS carries out 'clean the campus and surroundings' drive every year for a disease free Clean and Green Campus under Swachhta Abhiyan and students are made aware of the menace of vector borne diseases like dengue and chikunguniya. The areal extension of the college premises is small. Located in a congested part of Barasat, the college has little scope to develop a 'green campus'.

Tree plantations are done in whatever place is available within the boundary walls and outside. The college premises has been declared a 'plastic free zone' and the students' group does the necessary campaign in this regard regularly. Every year NSS conduct special cultural programmes for poor and orphan children from the surrounding localities just before the Sharadiya utsav and distribute clothes and gifts amongst the participants. Most of our students belong to a very humble social background where the awareness on health and education is rudimentary. Therefore, regular health awareness and check up camps are our priority. Eye checkup camps were organized in collaboration with ASG Eye Hospital. Blood Donation Camps are organized each year in collaboration with All India Blood Donors' Association. State Blood Transfusion Council, West Bengal provides the necessary technical support. National Cancer Awareness Day is observed on November 7 with seminars, health checkup camps etc. to make students and their family aware of this disease because early detection and changing life style prevent and may even cure the disease. Implementation of the extension services took a beating during last couple of years for the COVID-19 pandemic. Open-access online awareness programmes could only be conducted on contemporary and extremely relevant issues like Cybercrime, Rights of women and crimes against them, and on Pandemic Related Psychological Problems experienced by the students, teachers and staff alike.

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

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

**Response:**

**No awards and recognitions received for extension activities from government / government recognised bodies has been received so far.**

### **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: 40**

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	10	9	11

<b>File Description</b>	<b>Document</b>
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>

### 3.5 Collaboration

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

**Response: 15**

<b>File Description</b>	<b>Document</b>
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>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

#### **Response:**

The college has campus area of 5058.57 square metre. College has 2 buildings, old and new. It has adequate physical infrastructure for an efficient Teaching-Learning process. College uses the adjacent Jagriti Moidan for games and sports activity as it does not have its own playground. College has Arts, Science and Commerce faculties, UG course, and The College has the Post Graduate Distance Education Courses of Rabindra Bharati University running for more than last ten years, with extreme success. College runs in two shifts Day and Evening. Class room facilities - Classrooms are very important where the development of students with social, educational, and cultural aspects takes place which helps in development of responsible citizens of the nation. Efforts are made for the holistic development of students. Classrooms in our college provide students with a comfortable environment for learning and overall personality development through different activities. The total number of classrooms in the college is 34. 7 classrooms are ICT enabled classrooms of which 6 classrooms having facilities like, LCD projectors, and 1 smart classroom. Platforms are used to have sufficient height for writing on the board and to have good reach towards students. Benches with sufficient space for sitting of 4 students comfortably. One smart classroom helps in teaching and showing audio-visuals in the class Generators are used for continuous supply of electricity. Regular maintenance and cleaning of the classrooms as well as the passage area is done so as to maintain the cleanliness and hygiene in the campus. Our classrooms are suitable for traditional chalk and duster teaching. Details of laboratories : College has 7 laboratories under all the faculties. All the Laboratories are equipped with some number of small instruments to give hands on experience to all the undergraduate students. All the Laboratories are designed as per the need of the subject and to make the working more effective. Fire extinguishers, first aid boxes and other safety aid are kept at college premises in accessible points. Wooden tables are used in chemistry Laboratories to avoid the accident. Alongside the Geography laboratory, a separate GIS lab is also there in the geography department. Zoology laboratory has a good collection of specimens, and facilities like insect rearing chambers and preservation chambers. College has a 61computers -desktops and laptops and related accessories for teaching as well as for practical purposes. Auditorium, Gym: The college has an auditorium built up for the purpose of organizing cultural programs. Podiums for keeping the teaching material for effective delivery of lecture. Limited indoor games facilities (like carom) are available, we have a fully equipped gymnasium. As 2020-21 was the COVID year, physical programs were impossible to conduct, several cultural activities such as Netaji's Birthday, Republic Day, Independence Day, Rabindra Jayanti, and World Environment Day were celebrated through an online program. TMost part of the campus is under CCTV surveillance. Moving beyond the chalk and talk method, the institution aims for an all-around and effective delivery of the course content.

File Description	Document
Upload 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:** 17.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
10.83299	44.80446	3.95246	22.47388	14.38785

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>

## **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 library of Barasat College is located on the 2nd floor of the main Building of the college. It consists of two dedicated wings- Library for Humanities and Sciences and the Library of Commerce. The library has a collection of more than 32,312 volumes of books and six titles of journals. The library provides a host of facilities to the users (both students and faculties). It offers Reading Room facility which can accommodate over 50 users at a time. The functioning and management of the library is efficiently supervised by an active Library Committee which meets regularly to ensure optimum use of facilities and to frame policies for futuristic development. At the library, all books are bar coded and arranged by Call Number. In book classification the library follows Dewey Decimal Classification (DDC) method. In addition, the library is a bonafide member of INFLIBNET N-LIST project. Through INFLIBNET N-LIST project the library can access more than 32,00,000 volumes of E-books and more than 6000 E-journals with back issues. The library also subscribes two daily newspapers and two employment related weekly newspapers. Multiple OER Repositories Links are accessible and available through the library WEBOPAC. The users can access

important repositories by simply clicking on the links even from home. The users are also guided to obtain relevant results from the global Directory of Open Access Repositories like Open DOAR. In addition, the users, especially students are encouraged to make use of the resources of National Digital Library. The library offers computer facilities with high-speed internet connection. The functions and services of the library are partly automated. Web-based open access cataloguing services (WEBOPAC) are in operation. The library also boasts of reprographic service to users and particularly to the students. The library uses KOHA 21.05.08 integrated library management system. The users search their documents through OPAC. All the documents of the library have been entered in KOHA and this goes a long way towards a complete automation of the platform. At Barasat College, the users are constantly encouraged to visit the library, use the facility of Reading Room and consult the resources available. The students are asked to collect the library brochure containing library rules, method of using catalogue, etc. The librarians make it a point to conduct informal Orientation Sessions to the newly admitted students as part of the library awareness programs. This collective effort has resulted in increasing the footfall of students in the library in recent times. Following are the services offered, at a glance: Traditional services: 1.Circulation 2.membership 3.Reference/Reading 4.User awareness/Orientation 5.Reprography E-services: 1.Online Catalogue 2.Computer with Internet 3.Download 4.OER Repository Links New Arrivals: Coming Soon Browsing: Barasat College (Day) Library: <https://bcl-opac.l2c2.co.in/> Barasat College Evening Library: <https://bcel-opac.l2c2.co.in/>

File Description	Document
Upload 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:**

ICT tooled classrooms and easy access to computers and internet facilities for all the stakeholders (all academic and nonacademic sections) of an educational institution is the demand of the time. Barasat college is working on that direction. E-administration is functional since the year 2008 with the initiation of 'the Student Management System' for maintaining students' related data. A number of computers with scanning and printing facilities had been added in later years to assist it. The software FINAERP is used for maintaining the accounts and related works since 2011. Since 2017 students' admission process too is partially computerized. The software 'Admitek' is in use for this purpose. In near future it will function in fullest potential for proper and smooth running of the system. Recently the college authority introduced another software 'Campus Xpert' for online admission of the students into each semester. With this both the payment of fees and generation of money receipt is possible using online cloud data provider. Computerized Biometric attendance for both the teaching and non-teaching staff is in practice since 2016. Recently in 2022 the upgradation is complete and a new system has been installed. Barasat college has set the target for the development of one central e-library. Presently software 'Koha' with version 3.14.06 is in use for cataloguing the books since 2015. In near future its utility will be extended to lending service too. The college has opted for e-security and e-surveillance, providing better and efficient security system

to all his stakeholders. All the classrooms, seminar rooms, library, Teachers' section and administrative section is connected under CCTV surveillance system. Wi-Fi facility is available in the campus. Initially it was only 10mbps in 2015 and the provider was DSN. Regular updation into higher configuration was done in phased manner with the expansion of e-services. In 2017 'Meghbela' broadband service was introduced and the speed limit was 20mbps. It was same till 2020. Further increase to 50 mbps speed limit was introduced in 2022. Library uses a separate wi-fi connection and the computers are connected through LAN. In 2021 another separate wi-fi connection, JIO with a speed limit of 20mbps has been introduced in the Distance Education Cell (RBU) of the college. Apart from this a number of computers with LAN and wi-fi connectivity are installed in the Department of Computer Science. Mostly open source softwares are used to cater the need of the students. In the Dept. of Geography, the GIS lab is equipped with 10 computers and open-source software QGIS. Regular updation is done as per the requirement of the UG curriculum. Other departments also provide computer facilities as necessitates for the benefit of the students. College has IT enabled classroom with video conferencing system too. A master plan has been prepared to improve the demand supply ratio in a staggered manner. But the implementation has been delayed due to some unavoidable reasons and the pandemic situation triggered it further more.

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

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

**Response:** 101.07

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

**Response:** 70

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<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:** 71.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
62.88994	41.73662	81.59333	88.90765	124.51668

<b>File Description</b>	<b>Document</b>
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>

## 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:** 48.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
1939	7213	1821	2675	2147

File Description	Document
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** C. 2 of the above

File Description	Document
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>

**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:** 4.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
632	0	526	150	168

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<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:** C. 2 of the above

File Description	Document
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>

## 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:** 1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	12	9	9	3

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

2021-22	2020-21	2019-20	2018-19	2017-18
1567	1264	1180	600	952

<b>File Description</b>	<b>Document</b>
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>

**5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years****Response:** 0.12**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	1	2	1

<b>File Description</b>	<b>Document</b>
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>



### 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:** 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	7	0	2

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

**Response:** 24.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	30	20	22	25

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 5.4 Alumni Engagement

**5.4.1 There is a registered Alumni Association that contributes significantly to the development of**

**the institution through financial and/or other support services****Response:****Introduction**

An **alumni association** is an association of graduates or, more broadly, of former students (alumni).

These associations often organize social events, publish newsletters or magazines, and raise funds for the organization. Many provide a variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates. Additionally, such groups often support new alumni, and provide a forum to form new friendships and business relationships with people of similar background.

The former students of the College have contributed immensely to the growth and development of our Nation ranging from Infrastructure development to the Service sector. Our ex-students have occupied very important positions with the Government of India and abroad and many have excelled in entrepreneurship in the corporate sectors. They are the link between the past and the present which in turn paves the way for a better future.

Keeping the aforesaid view in the mind Barasat College already started its registration process for Alumni Association.

**Vision of Alumni:**

To engage the former students to support and advance the college's excellence.

**Mission of Alumni**

The Barasat College Alumni Association fosters a lifelong spirit of belonging and pride by connecting alumni, students, and friends. The Alumni Association advocates for the college and its alumni with a credible, independent and collaborative voice.

**Aims and Objectives**

- To promote and foster mutually beneficial interaction between the Alumni and the present students and between the Alumni themselves.
- To encourage the formation of Chapters as a means to increase participation of Alumni.
- To enable the alumni to participate in activities that would contribute to the general development of the college.
- To encourage the Alumni to take an active and abiding interest in the work and progress of the Institute so as to contribute towards enhancement of the social utility of their Alma Mater.
- To organize and establish scholarship funds to help the needy and deserving students.
- To undertake to organize activities of a civic or charitable nature as also to increase public awareness of the role of technology in value addition in the economic and social development of the nation.
- To take advantage of developing technologies like the internet in achieving the aims and objects of

the Association.

- Arrange get together of the alumni and social/cultural functions of the alumni;

**CoreValues**

Alumni Association is committed to excellence in all its activities and is dedicated to the following core values:

- **Loyalty**
- **Integrity**
- **Diversity**
- **Innovation**
- **Continuous Improvement**

File Description	Document
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 College functions in strict accordance with the modern pluralist form of governance. This structure of governance is mandated by the extant guidelines of the UGC and the corresponding operational procedures laid down by the Higher Education Department of the government of West Bengal. The college is in no position to steer the governance to serve any other intent of its own. As the reformation of the Governing Body of the college awaits approval of the education directorate, the honorable Administrator, of the rank of Joint DPI, duly appointed by the Higher Education Department; presently functions as the statutory supervening authority of the college. The Principal and the other heads of various committees directly report to the Administrator and receive instructions from her. The Administrator is routinely made aware of every notable development, emergent issues and long term plan of development. Beyond officialdom, she gets personally involved in deliberations for general development as well as attainment of futuristic goals. The Administrator visits the college periodically and hears from the staff of the college, engages in dialogues in multilateral joint-meets and finds solutions that reflect the suggestions, observations and ideas of members concerned. The Principal is closely assisted in his vision for enhanced internal organization and efficiency by the searching outlook of the IQAC, led by the perception of its Secretary. Often the Secretary of the IQAC functions as the all important bridge between the Head of the Institute and the governing body concerned. Although not directly engaging in the act of governance, the IQAC formulates, shapes and helps implement proposals that have strong bearing on the policy decisions. Under the IQAC, and the statutory committees like the Finance Committee; the other sub-committees-ranging from Examination Committee to the Anti-Ragging Committee or Womens' Grievance Redressal Cell for that matter; have been apportioned specific responsibilities towards decentralisation of the governance and smooth conduct of the complex operational structure of an Institution that renders service to people. The ancillary sub-committees add to the transparency of the system in an atmosphere of enhanced democracy. All along Barasat College has remained constant to the ideal of integration and togetherness. Realising that ideal in actuality is pursued relentlessly in ways of ensuring greater participation, interaction and collectivism in the teaching learning process. The vision of the college, Sa Vidya Ya Vimuktaye-knowledge which liberates; conceives knowledge as an agent for emancipation both for the people and by the people. The governance of the college is inextricably aligned to the upholding of the vaunted ideal.

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:**

Barasat College, the institutional bodies function as well-primed components of a complex organic whole. They receive instructions for implementation of specific task-based activity and initiate the thought process for the college to work in specific directions. The bodies, under the able- guidance of the principal and the Administrator, are alert to the claims of newer field of knowledge, enhanced level of competence, and better accomplishments relating to upcoming challenges. The efficiency of the Bodies and the efficacy of the measures adopted for maintaining that are ensured by their timely responses to unforeseen situations and emergent pressures to perform. Calibrating the traditional classroom education to a virtual mode and running the entire college remotely during the Covid –induced lockdown, should be a case in point. It definitely raised into prominence the IT wing of the college, working in active interaction with the Department of Computer Science; but every other Body had to pass the difficult task of preparedness for courting the unknown. And that had to be done with limited resources, when reinforcement was hard to come by in a realistic way. For example, all the wings related to examination evaluation and preparation of marks for thousands of students, who are cut off physically and often virtually because of digital divide; had to devise ingenious solutions for tackling the pandemic in an efficient manner. While technology often came to the rescue, a greater reflexivity was devised and diligently practiced by the college bodies towards comprehensive management of challenges. Very recently, the government mandate to upload the monumental data of all enrolled students was systematically prepared and uploaded in the relevant portal within a tight schedule. This was made possible by the synergistic collaboration of all the bodies of the college which adopted extraordinarily competent measures to pull through the difficult task. With regard to service rules and appointment, the college does not enjoy the autonomy to frame its own policies. However, the administration and the IQAC give top priority to the filling up of vacant posts through fast-track processing of relevant papers for submission to the recommending body, The West Bengal College service Commission and resolve disputes if any. The College has also been persistent in its appeal to the Higher Education Dept. for sanctioning of new posts and put forward strong data in support of the claim. The claim of promotional and retirement benefits of teachers and non-teaching employees are supervised, assisted with and supported by the IQAC and the college office in all possible manners. Although there is always room for improvement, the performance of the academic and professional bodies of the college leaves no uncomfortable gap between the policies conceived and actions taken.

File Description	Document
Institutional perspective Plan and deployment documents on the website	<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

File Description	Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<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:**

All the teaching and nonteaching apart from the newly recruited one are eligible for group insurance, which the college speeds up through formal correspondence and submission of documentation so that a retired teacher or non-teaching does not have to suffer from economic problems as the aftermath of superannuation. Festival advance and festival bonus are accorded to Teaching and non - teaching of the college, according to their present pay scale so that they can happily celebrate festivals of their choice, this lessens the financial pressure upon their purses and enables them to wholeheartedly enjoy along with their near and dear ones. The college cease to it that any applicator of loan from the Provident Fund, which is often applied for in emergency situation, gets it at the quickest possible time so that his/her pecuniary is addressed immediately. In case of bank loans, for some purchase or other, the College ensures the quick procurement of the same through its association with as many as 6 to 8 banks. The yoga session (theme: yoga for peace) are frequently scheduled for teaching as well as non-teaching staffs. This improves the physical and mental health for both the staff which provide them with extra efficiency and zeal to give their best services even in stressful situations. In Pandemic Era, online trainings for teachers were arranged on online Teaching Learning Methods and how to conduct webinar. Online training for non-teaching staffs was arranged on “online office handing during pandemic”. Rudimentary medical check-up like monitoring of heart beat, body temperature, blood pressure, pulse rate often conducted by medical persons and teachers. There is also the provision of calling doctors and paramedical person in case of emergencies if any teaching staff, nonteaching and student fall ill. The College has the system of Self Appraisal Diary, in which records of how many classes they hold every day and what additional work they serve in the college apart from taking scheduled classes, if they fail to attend a schedule class for one reason or another, there is also provision to account for as to why, the schedule class was not taken. At the same time, the Self Appraisal Diary has also an account of leave taken. Said Self Appraisal Diary also contains research, academic and teacher achievement records. The biometric system for recording the daily attendance of the teaching and nonteaching has been running successfully in the college. Teachers are encouraged to go for higher education, oversees project, as well as apply higher job placement. The college also helps an incumbent in every possible way to go for jobs with higher prospects in universities and oversees. And helped them in the process of getting lien or even tender resignation, once placed in a more lucrative one.

**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:** 2.73**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

<b>File Description</b>	<b>Document</b>
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>

**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:** 19.5**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
27	26	13	6	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	33	36	38	41

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>

## 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:

During the financial year 2017-18, our college has received govt. fund under different heads NSS grant from UGC- Rs. 45000/. The grant has been totally utilised, which is verified from register maintained by the College. 2. A grant received from govt. of West Bengal for Virtual Class amounting to 350000/ during the financial year and the amount was fully utilised during the same accounting year. 3. A total amount of Rs. 4003700 was received from govt of West Bengal under the heads building, development etc. However, out of the total amount, an amount of only 423584/ has been utilised during the same financial year, as it appeared from the books of accounts. 4. During the financial year 2018-19, our college has received other fund under different heads such as building fund, development fund, library fund etc amounting to Rs. 5840490/. However, Books of accounts reveals that Rs. 2264918/ has been utilised during the same financial year, leaving a balance of 14371588.25/ in the said fund. 5. During the financial year 2019-20, our college has received other fund under different heads such as building fund, development fund, library fund etc amounting to Rs. 6728375/. However, only 76150/ has been utilised during the period. 6. During the financial year 2020-21, our college has utilised other fund under the head of development fund Rs.4480446 /, leaving a balance of 16543367.25/ in the said fund. 7. During the financial year 2021-22, our college has received other fund under different heads such as building fund, development fund, library fund etc amounting to Rs. 1557260/. However, Rs. 1083299/ has been utilised during the period. Rs.17017328.25 / has been left in the said fund.

File Description	Document
Upload 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:**

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities. In Barasat college IQAC was formed in 2015. Since then, it takes the pivotal role in formulating best practices and strategies for overall development of the students and to achieve the mission of providing a 'job oriented' but 'life centric' learning with the vision of 'sa vidya bimuktaye' ..... Achieving freedom of mind and thought through learning. Considering the large number of students and their humble background, both financial and academic, and limited budget and infrastructural support the college IQAC has prioritized its list of actions to monitor implementation of all the different plans in a coherent way to achieve its goals. Broadly, the areas of operations were divided into three: academic, infrastructural and supportive activities. The IQAC communicates the strategical and operational issues to the concerned authorities, and the budgetary provision for bridging the infrastructural gaps, preparation of the vision document, benchmarking of the youth development agenda. Primary emphasis was given to improve the quality of teaching learning process. Teachers are provided with information on upcoming Orientation/Refresher/Short term courses and Syllabus Revision Workshops to enhance their teaching skill. Moreover, teachers are encouraged to carry out different research works to enrich their knowledge level. For the students, project oriented or assignment based interactive teaching method is solicited to make the learning process more interesting. For transparency and true improvement of the academic environ of the college IQAC gives due importance to the feed-back mechanism encompassing all the stakeholders. Academic gaps are sincerely met through operational modifications and special committees are appointed, whenever required, to address deficiencies, if any. Special arrangements were made to keep the teaching learning process run in its full pace and keep the morale of all the stakeholders high all through the period of pandemic and lockdown. In recent years primary goal of IQAC is to increase the no. of ICT enabled classrooms and to make the LMS portal operational so that these students can extort the fun of modern education system and fathom its depth and vastness. Environmental and social awareness are the prerequisites to build a healthy future. A 'Green Committee' was formed in the year 2017 to monitor all environment related awareness campaigns and activities. Green audit is carried out regularly under the supervision of the IQAC. Considering the social backgrounds of the students, 'Gender Sensitization' programmes are carried out to ensure the protection of the rights of the girl child both inside and outside the campus. IQAC believes that "a healthy body leads to a healthy mind". In addition to holding regular sports, a modern gymnasium has been developed where both male and female students get the chance to tune up their body.

**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:** C. Any 2 of the above

File Description	Document
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 College has a strong ethical work culture that is based on inclusivity. Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighbouring community, as is evident by the following facilities – (a) Safety and Security Security checkpoints are provided at all campus entries and exits • Strict implementation of Anti-Ragging measures and keeping the campus ragging free. • Security guards are deployed at main gate and students with valid identity cards are allowed into the campus. • The college campus is under surveillance with CC cameras installed at prominent locations. • Sufficient lighting is provided in the campus during nights in case of extension of regular hours for placements or cultural activities • Women faculty members accompany girl students when they participate in outdoor activities or tours. • Internal Complaints Committee (ICC) interacts regularly with the girl students and resolves the issues addressed by them. • The college ensures social security through Anti-Ragging Committee and Grievance Redressal Committee. • A complaint box is arranged to receive grievances, suggestions from students which are addressed by respective committees. (b) Counseling : • Faculty counsel the students during mentoring regarding academic performance, career plans and personal issues • Grievance Redressal Committees for staff and students is available. • Faculty Placement Cells extend support in educating the girl students regarding career plans and entrepreneurship policies. (c) Common Room: • Girls common room and rest room are provided in the campus with required facilities. d) Other Measures: Other measures of Gender Sensitization include – • Appointment of staff has been done basing on roaster. • In case of student representation girls are given equal priority as boys. • Similarly, female teachers are given equal priority with male one. • On the backdrop of COVID-19 situation, online webinars have organized to sensitise students with women safety and security . • The college has conducted an online Special Lecture and Thought Sharing Session on the occasion of International Women’s Day is to be organized by NAAC committee in collaboration with IQAC, Barasat College on the occasion of international women days on dated 8th March 2021 by online platform. The all-Programme arrangement was done by NAAC in collaboration with IQAC. • Another online webinar on 'PROTECTION OF WOMEN AGAINST SEXUAL HARASSMENT AT WORKPLACE AND EDUCATIONAL INSTITUTIONS' has been organised by College in collaboration with IQAC. • Another webinar on gender equity have been conducted by Sociology department in collaboration with IQAC titled 'PANDEMIC OUTSIDE, EFFECTS INSIDE – DOMESTIC VIOLENCE, PRESENT CHALLENGES AND HOPE: A SOCIOLOGICAL PERSPECTIVE'. • In our college gymnasium, separates slots are scheduled for female. • Napkin vending machine is proposed to instal in College for the convenience of all females (teachers, nonteaching staffs, students) in their stressed days. • Barasat College has been successful in caring for its diverse students and staff population harmoniously in its efforts to steadily achieve its vision and mission. • This is also evident from regular feedback from all its students and parents.

File Description	Document
Upload 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:** C. 2 of the above

File Description	Document
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<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:** B. Any 3 of the above

File Description	Document
Certificates of the awards received from recognized agency (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:**

To bolster social cohesiveness and promote national solidarity, an inclusive environment characterized by tolerance and harmony toward cultural, regional, linguistic, communal, and socioeconomic diversity is indispensable. The majority of the college students come from varied socio-economic backgrounds in the local region, with a large percentage of them being first generation learners. To foster an inclusive environment, the college undertakes following initiatives: Barasat College encourages students to apply for

different types of state government funded scholarships like Kanyashree Prakalpa (to improve the status and well-being of female children by preventing early marriage and ensuring compliance with legal requirements on the minimum age of marriage), Swami Vivekananda Merit-Cum-Means Scholarship, Minority Scholarship(SC, ST,OBC), and institutional Scholarship etc. institutional scholarship are of two types. One is poor fund, which is continuing. Another is Covid Financial Assistance, a waive in College tuition fee is given to all students due to covid situation. It is regarded as one type of scholarship. No. of students availing Swami Vivekananda Merit-Cum-Means Scholarship increases from 2019-20 ( 122 students) to 2020-21 (237 students). In covid period it slightly decreased in 2021- 22 (194 students).Minority (SC, ST,OBC) scholarship was availed by 1128 students in 2019-20, 1555 students in 1920-21, and 1722 students in 2021-22 respectively. 14 and 120 students were availed the Kanyashree 1 and Kanyashree 2 scholarship respectively in 2020-21. 2 and 21 students were availed the Kanyashree 1 and Kanyashree 2 scholarship respectively in 2021 -22. In covid period 7269 students in Arts, 947 students in Commerce, 851 students in Science The college observes national holidays such as Independence Day and Republic Day by hoisting the national flag and singing the national anthem to foster the spirit of national integrity. To raise student knowledge of our rich cultural heritage, the institution also commemorates the birth anniversaries of great persons like Rabindranath Tagore, Swami Vivekananda, Netaji Subhas Chandra Bose and Dr. Sarvapalli Radhakrishnan. Student's Volume contained General guidelines to be followed by the students. We view this code of conduct not merely as strict rules enforced to make life miserable but rather as a set of values that makes them better and more responsible human beings. Apart from these guidelines of syllabus, examination, list of holidays are also been included. BC Manual – a professional volume for Teachers, and Non-Teaching Staffs contained in UGC Regulation on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education prescribed and applicable in West Bengal.

File Description	Document
Upload 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:

1.Eco Feminism: an approach to a Sustainable Campus: The College wishes all its students to be aware of a respectful towards the eco system, in which the Nature and Universe are considered as our mother; our very survival in this world depends upon our ability to nourish and nurture this mother, who must be as dear to us as our biological mother. We teach the students that the survival of this world depends upon our respect and preservation of the eco system. The College celebrates the World Environment day either in offline or in online mode, teachers as per the situation demands. Teachers, students and non-teaching participate in the program where poster drawing and designing, talks delivered by students and teachers, sometimes eminent speakers bring the said celebration of the world environment day to a great

height, such programmes are organised in such a manner to make students more environment conscious and realised the nurturing power of nature. Young teachers take the classes of environmental science, and go beyond the syllabus to explain to the students that if we human being take care of Nature today, Nature will take care of our tomorrows. The College has an indoor medicinal plant garden at its roof which students are encouraged to visit so that they can initially know the names of the medicinal plants and enquire further about their healing capacity either from the teachers or by browsing the net. The college have a dedicated gardener who takes care the medicinal plant garden and also grows infinite number of seasonal flowers in earthen tubs for enhancement of the College ambience. Saplings and plants are planted all-round the College boundary for fresh supply of oxygen. The College has introduced rain water harvesting, in which the rain water is accumulated in two wells, both in the new and old building of the College. The profuse amount of water is used for cleaning for college premises, watering the plants of the College., The Colleges, both plastic free and tobacco free zone, where use of any of them is a punishable offence. In case of any e- waste, Barasat municipality takes care to remove them from the College campus. The Swachh Bharat Avijaan is regularly enacted in the college through the NSS unit, in which the unit members of NSS clean the premises of the College. Masks and sanitisers were distributed among students by the teachers and non-teaching staffs of the college. Through repeated campaigning by verbal, audio visual and other means we have been able to make this students realise that a world without greenery and without water will virtually become a desert. By making the campus a non-smoking and a non- plastic zone, students teachers and non- teaching staffs have been safe from the pernicious effects that hastens various kinds of diseases particularly lung cancer and brings sure death. The entire thing may be planned in a larger scale, if funds permit in the future. The dearth is not the lack of ideas but procurement of the funds.

## 2. Health awareness and wellness programme: Phyco-Corporal approach

The College believes that physical fitness and mental alertness go hand in hand. Accordingly, the College wishes that each of its students should be involved in one physical activity or other so that their fit bodies will automatically become a vessel for intellectual stimuli. Health awareness and wellness programme are integral parts of Barasat College, and are practised and manifested in multiple ways, under the active instruction of Sri Biplab Sanyal, Head Clerk Day, who is a yoga trainer and practicing physiotherapist, The international yoga day (21/6/18) is celebrated every year. Indian higher Education too is also attempting to build similar bridges between mental and physical health. students who are learning yoga outside the institution often need the accountant for quarries related to the same. If any teacher, non-teaching or student has injured himself or herself in any game, sport, or any near fatal accident, the accountant of the college provides them with physiotherapeutic treatment free of cost. The college has a state- of- art gymnasium, which caters to the needs of students, teaching and non-teaching staffs of the college. Separated time slots have been allotted for the males and females of the college. The college often hosts multilevel cricket and football matches, to sharpen the sportsmanship of the students, who often participate in the university, state and national levels. Though the College does not have any dedicated games teacher /physical instructor, the games and sports committee cease to it that annual sports of the college are held regularly in the form

of both indoor and outdoor games. The college participates in almost all games organised by WBSU and bring prizes to make the college proud. Some of the prizes won by the students of the College are displayed in the chamber of the Principal of the College. Blood donation camp are very successfully held every year in the College, usually the day before the college closes for Durga Puja festival. Along with it, several other medical tests e.g eye check-up, test of thyroid, blood pressure, blood sugar conducted as per as practicable and as long as, it does not impinge upon the examination system. The College has planted trees around its boundaries as well as the outdoor court of badminton and volleyball. More and more students are selected in the University team, as players in different field sports that they conduct. The NSS team of the college is also a pivot force in the University programmes and also participate in mega events conducted by the state govt. It is indeed a great challenge to inspire the net-browsing and burger-chewing young generation of students to understand the importance of physical activity and its integral part in development of the mind. Regular and repeated sensitization has increased the footfall in the College gym, various indoor and outdoor games and sports as well as the sessions of the yoga training held in the College.

File Description	Document
Best practices as hosted on the Institutional website	<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:

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio economic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Institute has code of ethics for students and a separate code of ethics for teachers and other employees which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.. The Institute focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. This is one of the most distinctive features the Institute, whose details are given below in brief. Holistic Development of Students: Making spectacular growth over the years, now the student strength becomes around 7000. The institute has been accredited by NAAC with grade 'B'. As visible from vision and mission statements, the institute has been focusing on the holistic development of students while aiming at excellence in education and meeting the quality standards set by accrediting and regulatory bodies. so, the student centric activities at the institute are designed for achieving holistic development of the students. It has four components, namely, the intellectual, social, physical, and emotional developments. Intellectual development: The institute, implements university curriculum through well planned and effective teaching learning activities blended with latest pedagogy approaches. Various approaches have been taken to enable students to meet their

individual needs. The institute proactively identifies the curriculum gaps and makes the provision for imparting the content beyond syllabus bridging the gaps. Students are enabled to work environment through regular industrial visits. Also they are sent to internships. Social development: The social skills are nurtured through various activities conducted by the social clubs at the institute. Exposure to social issues and working on probable solutions: The students are exposed to the diverse social structure and their issues, particularly in the neighbouring areas, through the National Service Scheme implemented at the Institute. The students undertake activities of spreading social awareness about various burning topics such as women health, Swatch Bharat, etc. While doing so, they also become aware of the issues of the society and think on probable measures to solve them. Physical development: The institute promotes physical activities among the students to cultivate many important skills such as physical fitness, team spirit, confidence, decision making, mental strength, etc. of the students. Each year, the institute organizes annual sports events for the students comprising of various sports such as cricket, volleyball, throw ball, kabaddi, chess, carom, etc. In these sports both boys as well girls participate and show their skills – their sportsman spirit and team-building abilities grow. The institute celebrates international Yoga Day each year. During the camps held at various village adopted by the institute through NSS, various physical activities like Yoga, exercises, outdoor sports etc are conducted. Emotional development: Emotional health of the students is given apt attention at the institute. The mentor-mentee system is in place that ensures the students' contact with faculty at least once every two weeks. During these meetings, students can discuss their academics as well as personal problems with the faculty. Appropriate counseling is provided by the mentor-faculty to the students. Due to the approach of Holistic Development passing out students proved to be intellectually competent, morally upright, spiritually inspired and socially committed – They leave footprints of their own, wherever they go.

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



## 5. CONCLUSION

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### Additional Information :

Ever since its inception and foundation in the year 1972, Barasat College, just completing its Golden Jubilee, has indeed come a long way. From an Evening College and with only the Commerce Stream functioning from 2 Pm to 7 P.M., in a rented premises with a small number of students, today's Barasat College runs in two overlapping schedules, from 10 A.M. to 5 P.M for the Arts and Science Streams, and from 2 P.M. to 7 P.M for the Commerce Streams. Today the student strength of the College is more than 7000, and the number of applicants for the admission in this college is nearly three times more.

Barasat College is not merely a front-ranker in the district but also in the State and beyond not merely by its sheer number of students. In students' satisfaction, timely dissemination of the varied scholarships, in encouraging the students to participate in both curricular and co-curricular activities, the College indeed has no parallel far and wide. Students of the College are champions not merely in academics but in field sports and social activities as well.

Many students who have immediate financial need to earn something for him or her or for their family, are shown avenues through which such income can be generated. Though a host of companies, with which College has active MOU, the College has proudly began the on-going process of campus career counselling and placement of students every year.

Conscious of the health hazards of the present world, the College has made its premises exclusively tobacco and plastic free. The College also has two rain-water harvesting units and would be installing solar panels as an alternative source of electricity. Medicinal plants, catering to ancient ayurveda, added greenery to the College. Independence Day, Republic Day, Women's Day and other such days are observed to proper reverence to remind the Students of the ancient glory of India.

### Concluding Remarks :

The college comprises of well-furnished buildings, having academic, administrative infrastructure manned by an efficient staff. The premise eloquently supports the quality of its undergraduate programmes in the three major streams of Arts, Science and Commerce. This college takes pride in being a place where students and faculty can pursue knowledge without boundaries. The preparation of the SSR has facilitated introspection and readiness to take off in leaps and bounds. The introspective report on the history of 50 years of the growth and development of the College has highlighted the strengths to be proud of, the gaps which need to be addressed and the opportunities which should be taken advantage of. After 1st cycle of NAAC in, the college analyzed all the recommendations given by the peer team. We prepared perspective plan. In the light of the plan, the college has made sincere efforts in quality measures in all aspects of its functioning. It is a matter of pride to mention that our students were continuously doing well in merit list of Arts, Commerce and Science faculties of University.

Our efforts reduce the dropout rate of students are mentionable achievements. There is increase in number of Ph.D. holders and research publications. Achievements in NSS, NCC and Sports, collaborations and MoUs, conduct of Green Audit and Academic and Administrative Audit, use of ICT in teaching and learning, enhancement of IT facilities, etc. The college has a magnificent past and efforts are being made for its bright future, therefore every action is carefully planned, so as to foster the composite cultural heritage of the region.



## 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 :</p> <p>Answer After DVV Verification :37</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</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 border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1519</td> <td>69</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1535</td> <td>70</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1519	69	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	1535	70	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
1519	69	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1535	70	0	0	0																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 636</p> <p>Answer after DVV Verification: 628</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3532	3072	2884	3096	2534

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3532	3072	2884	3096	2534

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3959	3799	3799	3595	3595

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4218	3799	3799	3799	3799

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1304	1224	1108	999	852

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1443	1260	1108	1188	852

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1779	1710	1710	1621	1621

Answer After DVV Verification :

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2021-22	2020-21	2019-20	2018-19	2017-18
1901	1710	1710	1710	1710

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	29	29	19	19

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	16	16	4	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	1	0	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	32	3	3	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
40	6	4	3	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	10	9	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	0	10	9	11

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :15

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
632	0	263	83	168

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
632	0	526	150	168

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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:

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

45	12	9	9	3
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	12	9	9	3

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1579	1264	1493	1593	1890

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1567	1264	1180	600	952

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
54	74	54	53	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	30	20	22	25

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
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5	1	4	0	0
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Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
27	267	13	6	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	26	13	6	6

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	33	34	36	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
32	33	36	38	41

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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.**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>56</td> <td>56</td> <td>57</td> <td>24</td> <td>24</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>58</td> <td>57</td> <td>57</td> <td>24</td> <td>24</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	56	56	57	24	24	2021-22	2020-21	2019-20	2018-19	2017-18	58	57	57	24	24
2021-22	2020-21	2019-20	2018-19	2017-18																	
56	56	57	24	24																	
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