



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

TAKI GOVERNMENT COLLEGE

P.O.- TAKI, P.S.- HASNABAD, NORTH 24 PARGANAS, PIN- 743429

743429

www.tgc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Taki Government College was founded on September 15, 1950 at a pivotal juncture after independence, with an aim to educate the large diaspora displaced by the partition. Situated along the scenic banks of the river 'Ichhamoti', the journey of the institution embodies heritage, excellence, dynamism and leadership. Previously affiliated to University of Calcutta, it is now affiliated to West Bengal State University from 2008. The cultural landscape of the locality and the patronage of the government has helped the college evolve into a prominent seat of learning.

It is the preferred choice for higher education among a large populace who remain isolated in the rural hinterlands of the Sundarbans region. Affordable and inclusive education, quality of teachers and opportunity for scholarships have attracted meritorious students from the adjoining areas, whereby the College has probably the highest enrollment among all Government colleges in West Bengal. The academic and professional achievements of its students and alumni are noteworthy.

From humble origins, the college has grown organically. Currently it offers 15 undergraduate and 2 post-graduate programmes under Semesterized CBCS curriculum and gradually shifting to the NEP curriculum from 2023. It takes initiatives to provide a wide array of subject-options to students, including the NEP curriculum, and curates the master-routine to integrate the physical infrastructure with the credit requirements of curriculum.

The first Cycle of NAAC Assessment of the College took place in 2018, after which it was able to secure approval of Rs. 2 Crore under RUSA 2.0. It has absorbed valuable lessons from the disruptive influence of Covid pandemic and prepared itself for elevation into a *digital-ready* institution. Creation of a digital architecture of learning and management through LMS portal, dedicated portal for PG Examination management and result publication, E-governance in administration including feedback system, and Wi-Fi enabled campus are some of the highlights. This corresponds coherently with the well-stocked library and modern laboratories, regular academic seminars, career guidance and soft skill development options, focus on cross-cutting issues, sports and community outreach for holistic development of students. In this backdrop, the College is seeking its second Cycle of NAAC Assessment in 2024.

Vision

The College has a committed vision to develop both a space and a system that blends tradition with modernity, and diversity with inclusivity. Promotion of certain broad social agenda, while upgrading its academic and infrastructural resources commensurate with the industry-standards, are part of the broader goal. Attainment of truth instead of compromise, promotion of equal treatment instead of preferential standards, creating space for justice and respect instead of any narrative, dialogue with stakeholders instead of top-down approach, camaraderie with peers instead of customary existence, and removal of difficulties instead of prejudice – these are some of its preferred instruments.

Focus on enhancing capability, accessibility, and capacity-building of both the institution, its teachers and its students forms the core of its vision. Many structural constraints often restrict the true extent of human spirit. Language barrier, technological obstacles, financial limitations, lack of grooming and soft-skills – these are some of the factors that force the students from the hinterland to curtail their ambitions. Here the College has a vision to be an enabler in their quest for true form of expression. With the help of modern teaching aids and congenial approach, cultivation of the tomorrow's citizens shall improve the standard of academic pursuit and in turn shall upgrade their quality of life.

The socio-cultural backdrop of the locality being a typical factor for any institution, it helps the institution acquire unique qualities that enhance its contribution to national growth and prosperity. Whereas the College primarily deals with many first-generation learners, it has a vision to integrate them into mainstream society as confident and smart citizens, infuse in them the spirit of social responsibility and human values, and prepare them to become productive and successful in life. The institution aims to nurture self-reliant students who develop leadership qualities and contribute to nation-building throughout their lives.

Mission

In tune with the broad vision of enhancing capability, accessibility, and capacity-building and the development of a space and a system blending tradition with modernity, and diversity with inclusivity, the College has a mission to dedicate its collective efforts to provide comprehensive support for the weaker sections of the society.

Its specific objectives include:

- Enhancing the institution's infrastructure to ensure proper space for pursuit of quality, discipline and excellence by every student.
- Active monitoring and promotion of scholarship schemes to benefit the maximum number of eligible students, while keeping the cost of educational attainment at a nominal level.
- Creation of a digital architecture of learning and management in the spirit of accessibility, thereby eliminating the *digital divide*.
- Incorporation of E-governance in every sphere of administration for transparency and time-bound and effective delivery of services.
- Upgrading the library with new publications and industry-standard amenity and infusing the laboratories with state-of-the-art facilities.
- Providing hostel accommodations for all needy students.
- Stimulating collaborations with both peer and premier institutions with an objective to enhance capability and capacity-building.
- Accommodating the diversity in faith, social standing, gender and economic affluence of all students in a congenial atmosphere of equality and mutual respect.
- Creating accountability for employees and administration through honest feedback and transparent mechanisms of governance.

- Creating a robust architecture for deterrence against the menace of ragging, bullying, sexual harassment, trafficking, cyber-crime, social stigma and dogmatic pursuit.
- Cultivating institutional social responsibility at a broad level and inculcating social values within students, to prepare them for future.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The College provides holistic education to diverse socio-cultural populace at a nominal cost and acts as springboard for the ambitious students of rural hinterland.
2. 15 UG and 2 PG programmes under CBCS (from 2018) and NEP curriculum (from 2023) provide wide array of subject-combinations. WBSU approval for new Multidisciplinary Courses (MDC) under NEP Curriculum has benefited the students.
3. The cultural landscape and strong feeder institutions ensure steady demand for admission. Active monitoring and promotion of scholarship schemes like SVMCM, Kanyashree, OASIS, Aikyasree ensures that nearly all students enjoy scholarships.
4. Qualified faculties with different specializations are recruited as per norms of UGC and State government. Scope of inducting senior faculty through routine-transfer serves the students. IQAC encourages teachers to attend faculty development programmes.
5. Digital learning and management through LMS portal where students participate in e-mode. The campus is Wi-Fi enabled. Students get computer access at the main computer laboratory and in the department of Mathematics and Geography.
6. E-governance incorporated in every sphere of administration, like admission, registration, scholarship, PG result, tender, purchase, finance etc. for transparency and effective delivery.
7. Well-stocked library, partially automated with KOHA, harbours nearly 96,000 books. Membership of N-List improves digital accessibility. The laboratories are well-equipped.
8. Academic seminars, career guidance, soft skill development programmes organized regularly.
9. MoU and departmental collaborations with peer institutions and research collaborations with premier institutions like IISER stimulate exchange of faculties, library and laboratory facilities, and enhances research capabilities.
10. Visible ambience of inclusivity reflects a positive churn in social dynamics. The number of girl students is more than the number of boys. Diversity of faith, social standing, gender and affluence are accommodated congenially.
11. Focus on cross-cutting issues like trafficking, eye-donation, thalassemia, electoral literacy, cyber-crime, cyclone relief, village adoption, promotion of sports, yoga etc. ensures holistic development.
12. Feedback from stakeholders creates accountability for employees and administration.
13. Health and mental well-being of staff and students is safeguarded by various schemes.
14. Notable alumni like former Vice Chancellors of JNU and UBKV, former Chairman of BARC, Secretary-rank officers of Union and State Governments provide inspiration to students.

Institutional Weakness

1. The college was set up in 1950 in a limited space and setting. However, the current enrollment ratio exceeds the infrastructural capability. Urgent requirements of infrastructural expansion and augmentation are hindered by the limited availability of suitable contiguous land parcel.

2. Plans for expansion of hostel facilities are similarly hindered due to limited availability of suitable contiguous land parcel and/or funding issues in case of vertical development.
3. The size of the College auditorium and the College playground is not commensurate with the total number of enrolled students, thereby restricting their sporting and cultural expressions.
4. While routine-transfer is a well-received policy, often the transfer of teachers creates a shortage of human resources and disrupts the momentum of teaching-learning processes.
5. Vacancies among support-staff in the Office and among laboratory bearers due to retirement etc. pose a threat to the smooth running of the institution.
6. Dependence on the Government on matters of policy, recruitment and finances implies limited sources of available solutions and funds to address specific academic concerns.
7. Distance from centers of academic excellence and good public libraries of national standard creates hinderance in the academic progression of students.
8. Lack of academic autonomy at undergraduate level restricts further academic expansion of the institution.
9. Loss of teaching days due to official requisition of college premises for general administration at the time of election etc. creates an unequal field when compared to the peer institutions.
10. Limited scope of career placement for many undergraduate students is a matter of concern.

Institutional Opportunity

1. Consistent demand for admission to all undergraduate and post-graduate courses bears testimony to the goodwill of the college.
2. Success of students in all India Entrance Examinations like JAM, NET/SET, GATE, etc. and examples of students pursuing Ph.D at different institutions points to the quality of education.
3. Leveraging the digital infrastructure like LMS and Wi-Fi enabled campus shall provide better connectivity options and newer vistas of opportunity to the students.
4. Certificate courses launched by the college prepare the students for real-life scenarios and provide experiential learning outside the University curriculum.
5. Soft-skill development programmes like Career Counselling, Course in Communicative English will help students overcome mental barriers and communicate confidently in job interviews.
6. A grant of Rs. 2 Crore under Component-9 of RUSA 2.0 has put the institution in a position to leverage infrastructural growth. 97% of the first instalment of Rs. 1 Crore sanctioned under RUSA 2.0 has been utilized and next instalment for further infrastructural growth is awaited.
7. The recently awarded MPLAD grant of Rs. 1 Crore has created an opportunity for construction of a new building equipped with more classroom, auditorium, laboratory etc. for further expansion of academic infrastructure of the college.
8. The competitive milieu of the locality in terms of sporting infrastructure and cultural landscape provides opportunity to the students to excel in co-curricular activities, thereby ensuring their holistic development.

Institutional Challenge

1. The consistent increase in intake capacity in the last few years, to accommodate benevolent policies of the Government, has impacted the teacher-student ratio. Sometimes this poses a challenge to the capability of the teachers in terms of optimum delivery of services.
2. Retaining the intake capacity, in view of the infrastructural limitations, in the present scenario is a

challenge.

3. Dependence on State Government for policy, long term perspective plan, recruitment, income, and expenditure is a structural pattern which the college cannot independently modify. However, the State Government always welcomes proposals for development.
4. Attrition among the students of Science stream in search of courses that assure placement is a challenge.
5. The disruptive and inescapable influence of COVID pandemic on the spheres of higher education is a challenge. Creation of any compensatory digital architecture shall require considerable funding and training which the College cannot sustain on its own.
6. Overcoming the digital divide prevalent among a section of students and Office Staff is also a matter of concern. Lack of resources is often compounded by poor connectivity in the region.
7. Introduction of NEP curriculum, with four parallel semesters running simultaneously, shall require adequate number of new classrooms, laboratories and more positions for teaching and non-teaching staff. The present structural deficiency to adequately address those fronts in a time-bound manner poses a risk to the institution given such high patterns of enrollment.
8. Retirement of State Aided College Teachers (SACT) or their resignation in view of better career prospects means loss of able, experienced faculty for the institution and no scope for replacement. Limited career growth opportunity for SACT is also an issue of concern.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum implementation-

Taki Government College offers 15 Undergraduate courses that include B.A. and B.Sc. Programmes (Honours and General Programme) and 02 Postgraduate courses following Choice Based Credit System (CBCS). NEP-2020 has been implemented from the session 2023-24. The curricula of both CBCS and NEP are designed by West Bengal State University. Being an affiliated college, the institution has some flexibility in curricular planning as teachers from some departments are involved in planning university framework as members of board of studies. Teachers also actively participate in University evaluation system.

Curriculum delivery-

Effective curriculum delivery is formulated in well-maintained and documented processes by preparing academic calendars, master routine programme-wise routines, syllabus allotment and teaching plans. ICT based teaching learning methods, Learning Management System are used by teachers along with traditional classroom teaching. As a part of curriculum, students of some departments are involved in different project works, field surveys. During the special circumstances, like Covid-19 Pandemic, the lectures were delivered through online mode using power point and video presentations. Students were given regular assignments through LMS as a part of continuous evaluation.

Academic flexibility-

Departments are given academic flexibility to conduct add-on or certificate courses beyond the purview of the syllabus of West Bengal State University. During 2022-23 session two such courses have been introduced. A well-framed brochure with syllabus and separate routine beyond the general class routine are prepared.

Curriculum enrichment-

The cross cutting issues such as gender, human values and rights, environmental sustainability are well assimilated in the existing curriculum. College has also skillfully integrates the cross cutting issues by conducting several seminars, special lecture sessions through faculty exchange programmes. Wall Magazines and e-magazines are prepared by students under the guidance of teachers, reflecting their awareness of academic topics and different contemporary issues.

Feedback system-

Internal Quality Assurance Cell (IQAC) takes initiative to collect and analyze feedbacks from different stakeholders like students, teachers, parents, alumni on various aspects of curriculum delivery, overall infrastructural facilities and other support services. Based on the suggestions from feedback analysis proper actions are taken and relevant academic and administrative bodies are intimated for proper measures.

Teaching-learning and Evaluation

Student enrollment-

Taki Government College offers admission to students from all backgrounds and a huge number of students from a large range of marginalized areas takes admission every year. The college conducts a transparent online admission process following the admission circulars and the reservation policies of Central and State Government. Average enrolment percentage and average percentage of seats filled against reserved categories are 81.11 % and 83.01 % respectively for the last five sessions.

Teaching-learning process-

Besides taking regular classes, college conducts participative and problem solving teaching-learning methods such as assignment and project based learnings, interactive sessions, experiential learning by organizing quiz competitions, essay competitions, field projects, student seminars. Tutorial classes are arranged to meet the needs of slow learners. ICT infrastructure is used for regular teaching which also includes seminar presentations and LMS.

Teacher quality-

The college has a good human-resource pool of young and experienced faculty members. About 90.97% of the sanctioned posts are filled as per UGC guidelines and 69.98% of the full-time faculty members are qualified with NET/SLET/Ph.D.

Evaluation process and reforms-

The college conducts internal and external evaluations as per university guidelines. The internal examination is monitored centrally by internal examination committee. During lockdown, continuous internal evaluations were conducted through LMS. All documents related to mechanisms of internal and external examinations are maintained. Proper measures are taken for any grievance regarding examinations. Students can apply for review on their published results as per university notifications.

Outcome-

The Programme outcomes (POs), programme specific outcomes (PSOs) and course outcomes (COs) have been properly designed by the IQAC and department faculty members. The outcomes are displayed on college website and are also discussed during orientation programmes. The attainment of POs, COs is evaluated through analysis of performance of students in internal and external examinations, feedback analysis, and student progression in higher education. Student satisfaction survey is conducted annually among the enrolled students. They have expressed satisfaction with teaching quality and skills of the teachers.

Pass percentage-

The college has very good overall pass percentage with an average value of 80.3 % during last five academic sessions.

Research, Innovations and Extension

Research activity-

Involvement of faculty members in research work is reflected by quality of publications of original research articles, book chapters. A number of teachers perform research works in collaboration with other Indian and foreign institutions. A research grant was received by Dr. Jayanta Sen, Associate Professor or Department of Mathematics from WBDST, Government of West Bengal.

Innovation ecosystem-

The College has an Intellectual Property Rights (IPR) cell which conducts different seminars and awareness programmes. Institution has created ecosystem for innovations through conducting activities to enhance

entrepreneurial skills among students.

Extension activities-

A number of extension activities in the neighborhood community is organized to sensitize students on social issues. The activities include different environment awareness programmes, social awareness programmes and activities such as gender sensitization, vaccination, child trafficking, cybercrime awareness, eye donation awareness in collaboration with NSS and NGOs. NSS has adopted a local village 'Kathari' where special camp was organized. The programmes in the camp includes health survey and health awareness programmes, awareness programmes on water reservation and human rights.

Collaboration-

The college has 13 functional MoUs and linkages with different other expert institutions. A number of lecture sessions, seminars are organized through faculty exchange programmes between the institutions.

Infrastructure and Learning Resources

This criterion delves into the status of the Infrastructure and Learning Resources available in the College through four key probing points. The first one provides the qualitative as well as quantitative description of the Physical Facilities available for smooth running of the Teaching-Learning process. An elaborative qualitative picture of physical facilities available for academic, sporting and cultural activities has been depicted, along with the expenditure incurred to respective area for the last five completed financial years. The second key indicator deals with one of the important part of an academic institute – The Library, where the different sorts of resources, including e-resources, available in College Library, the dynamic automation process, efforts to enhance the resources through purchase of new books over the last five completed financial years and the usage statistics have been presented. The third indicator highlights the College's efforts to make it's students familiar and competent with the computers, to provide its students access to enormous resources available in the virtual world through internet so that the students can cope with the advent of Information and Communication Technology. Besides, College's initiatives to keep its functioning more eco-friendly by adopting e-governance, online admission system, e-communication, online financial transactions and so forth, have also been cited in briefly. The last key-indicator throws light on the quantitative measures taken by the College to maintain Campus facilities favourable for overall upkeep and uplift of academic activities of the Institution and the necessary elaborations in this respect are included.

Student Support and Progression

The administration of Taki Government College has constituted various TC and Non-TC sub-committees for student support and capacity building apart from academic and curricular aspects.

Financial support (Scholarship and free ships):

95% students of the college get benefited by scholarships and free ships given by various Government and Non-Government agencies and our college provides 100% support to all the students by timely notifications, communications, and verifications for smooth processing of the same. Kanyashree (K2 & K3), SVMCM, Aikyashree and Oasis scholarships benefited by students.

Capacity building and skill enhancement initiative:

College offers various certificate/add-on/value added courses for the improvement of students' capabilities, knowledge, and competencies for competitive examinations. Seminars, workshops and hand on training programmes were organized as collaborative endeavours.

Guidance for competitive examinations and career counselling:

The Career Counselling Cell with collaborating various Government agencies and NGOs arranges multiple seminars, workshops and training programmes for future progression. The teachers constantly guide and orient our students for their academic as well as professional career development.

Students Progression and Placement:

Our students have consistently been admitted into universities and have passed a variety of competitive exams, including NET, SET, JAM, and others. Students who graduated have been placed in both government and non-government organisations.

Redressal mechanisms:

There is no grievance on “Sexual Harassment of Women at the work place” or “Ragging” in the college premise from 2018-2019 to 2022-2023. The College has a specific redressal mechanism to address the Complaints/Grievances received from the students in general and individually in specific. Based on that, college redresses the issues on a regular basis for last five years. The ICC, Anti-ragging Cell and Grievance redressal cell of the college were maintaining the discipline of the institution.

Alumni engagement:

The Alumni Association of the College is functional and in the process of getting registered, have been contributing significantly to the academic enhancement and institutional development by financial and non-financial support.

Governance, Leadership and Management

Decentralization and participative management-

In accordance with the vision and mission, the governance of the institution adheres to decentralization and participative management. The college is under Department of Higher Education, Government of West Bengal. The Principal or Officer-in-Charge leads the administration in consultation with IQAC and the Governing Body. IQAC contributes significantly in maintaining the quality of academic environment and implementation

of institutional goals.

The participatory management is evident from the organogram of college. The major decisions on development, financial management, academics, admission, e-governance are taken through regular meetings of sub-committees. The various committees can be broadly categorized under the functions relevant to strategic planning and execution, academic affairs, student support and activity, student and staff welfare and IT infrastructure.

Strategy deployment-

The college has successfully implemented e-governance in all areas of operations including teaching-learning and assessment, administration, finance, admission and student support.

Initiative towards academic and administrative improvement got a boost with the sanction of grant under the scheme RUSA 2.0 component 9 and a grant of MPLAD fund for construction of new building.

NEP preparedness committee has been formed and NEP related awareness programmes organized for smooth and effective implementation of NEP.

Faculty empowerment-

Performance and daily activities of faculty members are reflected in the online annual self-appraisal reports as well as annual confidential reports. All staff members are entitled to avail the welfare measures of Government and are encouraged to participate in professional development programmes.

Financial management-

Being a Government Institution, the college is entirely financed by the state Government. The yearly allotment of funds can be broadly categorized into non-plan and plan heads. The institution implements its financial strategies in consultation with the Finance Committee.

Role of IQAC-

IQAC is involved in planning and implementation of strategies for improvement of quality education in college through regular meetings. The committee encourages different departments and career counselling cell to organize different add-on courses, seminars, workshops, skill enhancement programmes. The committee has taken initiative for collaborative research activities and faculty exchange through signing 13 MoUs with other institutions.

Institutional Values and Best Practices

Contribution to gender equity-

Taki Government College is committed to endorse a sustained engagement against any form of discrimination based on gender. Women Development Cell of the college regularly organizes gender awareness programmes to sensitize the students on gender issues. The college has Internal Complaints Committee, Grievance Redressal Cell and Anti-ragging Cell to ensure that the campus is free from any discriminatory practices. Internal gender audit is performed to assess the gender related policies and practices in college. College has basic facilities for women including the girls' common room, sanitary napkin vending machine, and scholarship exclusively for girl students. College campus is under CCTV surveillance for overall security. Besides the leadership of Lady Officer-in-Charge, the college administration is empowered by lady faculties as convenors of different administrative and academic committees.

Environment awareness and green campus initiatives-

The college undertakes green audit and energy audit to facilitate eco-friendly campus. The institution engages students in tree-planting programs, water conservation campaigns, and environment awareness programmes. Solar power panels, and LED lights are used as energy efficient equipments in the college campus. Use of Plastic and automobiles are restricted inside the college campus. Daily waste is managed properly.

Initiatives for inclusive environment-

College promotes inclusive environment by organizing various commemorative days and celebrating different events such as College Foundation Day, Teachers' Day, and International Mother Tongue Day. Special camps and different social outreach programmes are organized to promote unity among the students and to foster a sense of social responsibility. College has disable-friendly facilities like ramps.

Best practices-

The college has taken community outreach and wellness initiatives to foster a strong connection between the institute and the neighbourhood community, and to promote inclusive education for underprivileged and marginalized groups.

College has taken initiative to adopt digital learning and management to enhance the quality of education,

streamline administrative processes, and foster a culture of continuous learning and innovation within the institution.

Institution distinctiveness-

The college provides holistic education for students from rural and underprivileged communities through quality education and grooming them as citizens with a sense of social responsibility.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TAKI GOVERNMENT COLLEGE
Address	P.O.- TAKI, P.S.- HASNABAD, NORTH 24 PARGANAS, PIN- 743429
City	TAKI
State	West Bengal
Pin	743429
Website	www.tgc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Shanta Mukh opadhyay	03217-234474	9831711385	03217-234566	principal1950tgc@gmail.com
IQAC / CIQA coordinator	Saubhik Das	-	9007272894	-	sbhk_das@yahoo.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	West Bengal State University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	05-11-1956	View Document
12B of UGC	05-11-1956	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O.- TAKI, P.S.- HASNABAD, NORTH 24 PARGANAS, PIN- 743429	Rural	1.925445	6886.34

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co	Duration in Months	Entry Qualificatio	Medium of Instruction	Sanctioned Strength	No.of Students

	Course		Entrance	Medium	Enrolled	Admitted
UG	BA,Bengali,	48	HS or Equivalent	Bengali	311	148
UG	BA,English,	48	HS or Equivalent	English	303	215
UG	BA,Political Science,	48	HS or Equivalent	English,Bengali	101	67
UG	BA,History,	48	HS or Equivalent	English,Bengali	140	79
UG	BA,Sanskrit,	48	HS or Equivalent	Bengali,Sanskrit	228	20
UG	BSc,Physics,	48	HS or Equivalent	English,Bengali	72	15
UG	BSc,Chemistry,	48	HS or Equivalent	English,Bengali	89	15
UG	BSc,Mathematics,	48	HS or Equivalent	English,Bengali	211	25
UG	BSc,Zoology,	48	HS or Equivalent	English,Bengali	89	62
UG	BSc,Botany,	48	HS or Equivalent	English,Bengali	89	17
UG	BSc,Economics,	48	HS or Equivalent	English,Bengali	53	0
UG	BSc,Geography,	48	HS or Equivalent	English,Bengali	89	62
UG	BA,Philosophy,	48	HS or Equivalent	English,Bengali	111	23
UG	BA,General,	36	HS or Equivalent	English,Bengali	2163	1738
UG	BSc,General,	36	HS or Equivalent	English,Bengali	258	210
PG	MA,Bengali,	24	Honours Graduate in Bengali	Bengali	117	108
PG	MA,English,	24	Honours Graduate in English	English	77	77

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	1				16				77			
Recruited	0	0	0	0	6	10	0	16	36	33	0	69
Yet to Recruit	1				0				8			
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						31
Recruited	13		1		0	14
Yet to Recruit						17
Sanctioned by the Management/Society or Other Authorized Bodies						6
Recruited	1		5		0	6
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	9	0	15	6	0	35
M.Phil.	0	0	0	0	0	0	1	5	0	6
PG	0	0	0	1	1	0	20	22	0	44
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		0	0	0	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	3109	0	0	0	3109
	Female	3435	0	0	0	3435
	Others	0	0	0	0	0
PG	Male	93	0	0	0	93
	Female	219	0	0	0	219
	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	329	365	283	276	
	Female	359	340	269	269	
	Others	0	0	0	0	
ST	Male	67	66	53	31	
	Female	82	69	47	25	
	Others	0	0	0	0	
OBC	Male	276	245	221	203	
	Female	294	276	250	235	
	Others	0	0	0	0	
General	Male	719	799	613	543	
	Female	863	822	658	626	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		2989	2982	2394	2208	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Pursuant to the G.O No. 266(31)-Edn(U)/1U-45/2020(Pt.) dated 17.03.2023 issued by the Department of Higher Education, Govt. of West Bengal, regarding implementation of new Curriculum and Credit Framework for Undergraduate Programmes from 2023-24 academic session, a draft advisory was issued by West Bengal State University (WBSU) for its affiliate colleges. Based on the structural system of the CCFUP, a new structural design was created by the College for the admission process. To accommodate the extra demand on existing infrastructure, a decision was taken in the Teachers' Council on 14.07.2023 to extend the class timings by one hour on normal days and two hours on Saturdays. It was further observed that every student needs to study three different Multidisciplinary Courses (MDCs), beyond their Major and Minor subjects. IQAC members decided, in its meeting dated 21.08.2023, that the College should offer more MDC courses for the benefit of the students. Thereafter all HoDs deliberated on 01.09.2023 to seek approval from WBSU for introduction of seven new MDC courses for the newly admitted students, viz: Statistics, Life Science, Human Right, Women Studies, Travel and Tourism, Computer Application, Library Science and Digitization. Eventually such approval was received for six subjects on 14.09.2023 and for one more subject on 11.01.2024. These new MDC subjects were offered along with the other regular MDC Subjects such as Physics, Chemistry, Mathematics, Geography, Economics, History, Political Science and Philosophy; thereby bringing the total number of MDC options offered to the students to 15 (fifteen) subjects. In the true spirit of interdisciplinary studies, the students were not allowed to opt for MDC subjects linked to their Major or Minor subjects. For the benefit of students, wide choices were made available to them, and commensurate accommodation was done in the Master Routine as well.</p>
2. Academic bank of credits (ABC):	<p>In view of the structural aspects of the NEP curriculum, the Colleges were initially asked by the WBSU to prepare for the roll-out of Academic Bank of Credits (ABC) in a planned manner. Accordingly, subject combinations and choices of Major-Minor-MDC-AECC-SEC-VAC subjects of all students admitted under NEP system were fixed from</p>

	<p>Semester-I to Semester-VIII (where applicable). Wide publicity was provided to the newly admitted students regarding the effect of ABC on their future choices. Options for multiple entry and exit under NEP were also discussed by all departments during their orientation. Eventually the notification for creation of ABC ID and Digilocker for the students was formally issued by the WBSU on 02.05.2024. Additionally, the First Workshop for implementation of ABC ID and Digilocker was conducted by WBSU in its campus on 26.06.2024. Meanwhile the PG Departments of the College have implemented a system whereby the marksheet of PG students are published digitally and stored in Digilocker/ National Academic Depository (NAD) and can be verified by employers in the server through a QR Code.</p>
3. Skill development:	<p>The College is offering three (3) Skill Enhancement Courses to every newly admitted student of Semester-I, as per structural aspects of the NEP curriculum. Previously, under the CBCS Curriculum, the Skill Enhancement Course was linked to their Honours subject. Now under NEP curriculum, it is linked to their Major and to both of their Minor subjects, for operational efficiency. Additionally, the College has incorporated the mandated 4-Credit Internship Programme for students admitted under NEP Curriculum whereby they will engage in professional activity/work experience/cooperative education activity through any industry, government organizations, NGOs, commercial organization, research laboratories, crafts persons etc. This will broaden the intellectual experience of the students and improve their skills as well. The College has executed MoUs with more than twenty (20) peer institutions for collaborative opportunities in the field of research and hands-on experiential learning. These too can be availed by the students for upskilling. Further, a lot of career-oriented programmes and other such activities for development of soft-skills of students are regularly conducted in the College campus, where resource persons from industry and academia provide inputs. The College also has started offering several 30-hour Certificate Courses on various aspects covering the development of real-life skills. Examples of such courses include 'Communicative English', 'GNSS Surveying and Mapping with Android Phones', 'Logical and</p>

	<p>Mathematical Reasoning’ ‘Food Safety and Public Health’, ‘Organic Farming’, ‘Horticultural Practices and Gardening’, ‘Development of Basic Skills for Data Analysis and Presentation’, ‘Basic Statistics’ etc. Since these courses are open to students from all disciplines and they can attend during the vacation period, these courses provide crucial opportunities for skill development.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>As part of the structured syllabus, several programs of the College emphasize on language, culture, and traditions of India. Hereby the Indian Knowledge System gets a boost. UG and PG Curriculum in Bengali include discourse on ancient Indian Languages like Patanjali, Panini, Katyayan. Discussion on tribal folklore infuses the rich and diverse cultural heritage of Bengal in the psyche of students. UG curriculum in History provides scope for discussions on Vedic civilization and Gurukul system, ideas of Indian Scholars like Dayananda Saraswati, Begum Rokeya. UG curriculum in Political Science includes discussion on Brahmanic and Shramanic political thought, Islamic and Syncretic political thought, ideas on Rajadharma by Ved Vyasa, specific ideas on political thought of Manu, Kautilya, Aggannasutta, Abul Fazal, Kabir. UG curriculum in Sanskrit include Vedic studies as well as Indian orthodox philosophy such as Nyaya, Vedanta, Vaisesika. The societal reflection of Indian value system in Vedic age and the age of Ramayana, Mahabharata, Dharmasastra are also discussed. UG curriculum in Philosophy include Indian system like Buddhism, Carvaka, Nyaya-Vaisesika, Vedanta, Samkhya, Yoga which emphasize on philosophical questions like self or atman, liberation or Moksa, existence of God. Questions on Indian knowledge system is explored in epistemology. As most of the students hail from vernacular medium schools, the College ensures that all courses are taught bilingually (except the courses in Language and Literature like English, Bengali and Sanskrit). Teachers take initiatives to generate reference materials in vernacular language, for the benefit of students. The College also has started offering 30-hour Certificate Courses on ‘Legal Argumentation Forms in Ancient Indian Perspective’, and ‘M.K Gandhi: Life, Activities, Thoughts and their relevance in the Contemporary World’. These courses provide unique</p>

	exposure on Indian Knowledge System and Indian perspectives to the students.
5. Focus on Outcome based education (OBE):	The Programme Outcomes of Bachelor of Arts (B.A.) and Bachelor of Science (B.Sc.) Curriculum is geared towards inculcation of several abilities and qualities in a graduate. These include Knowledge, Critical thinking and Problem solving, Analytical skills, Ethical and Civic Responsibility, Communication Skills, Individuality and Collaborative Skills, Competencies for Employment and Research, Cultural Awareness and Sensitivity, Community Engagement, Creative and Innovative Thinking, Sensitivity to Environmental Sustainability issues, Research Proficiency and Professional development. Based on these Programme Outcomes, the Departments are mandated to create the Programme Specific Outcomes and Course Outcomes and create the linkages between the outcomes for proper attainment. Structured classes for all courses, fulfillment of credit requirements, conducting internal assessments on a regular basis, tutorial classes for weaker students, mentoring the advanced students, conducting programmes for career awareness, creating spaces for co-curricular activities, and inculcation of life-long skills are some of the processes which enable the stakeholders to realize the level of outcomes.
6. Distance education/online education:	For NEP Curriculum, the regulations of WBSU indicate that students can avail online SWAYAM courses. However, SWAYAM will be allowed only for SEC, MDC and VAC courses but not for the Major and Minor disciplines. The candidate will have to seek permission from the University, if he/she wants to replace regular class-teaching by SWAYAM course. The University shall give the equivalent credit weightage to the student for the credits earned vide online learning credit courses through SWAYAM platform.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been set up in the College in 2022.

<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 Coordinator of the Electoral Literacy Club is Dr. Arindam Datta, Associate Professor in Political Science of Taki Government College. Prof. Sambuddha Basu, Assistant Professor in English is the Joint Coordinator. The Students' Coordinator of the Electoral Literacy Club is Roni Biswas, of B.A. Programme Course. Other student members of the club are as follows : Pintu Pramanik, Sashanka Das, Jahiruddin Mallick, Arpita Pal, Shrabani Mondal, Ajay Rishi Das and Rahul Modder. The ELC is functional and is broadly representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club has conducted a few programmes for raising Voter Awareness among first time electors. 1. On the occasion of the 12th National Voters' day, a National Voter Awareness Contest was organized on 14.03.2022 on the theme 'My Vote is My Future – Power of One Vote'. Participants delivered speeches highlighting the power of a single vote and its role in shaping the nation's destiny. A lively quiz competition tested students' knowledge of electoral processes, voting rights, and historical milestones in Indian democracy. A debate on the topic "Youth and Electoral Participation" provided a platform for students to articulate their opinions and engage in constructive dialogue. 2. A Voter Awareness Public Rally was organized on 14.03.2024 in collaboration with the NSS unit of Taki Government College, to raise awareness among first-time electors regarding enrollment of first-time electors.</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 College has started offering a 30-hour Certificate Course titled 'Electoral Process and Political Governance in the Indian System', where all students of the College are eligible to enroll. As per the objective, the participants will become aware of the Constitutional Provisions, Acts, Orders, Manuals, Guidelines that govern the electoral process and gain knowledge about the political and fiscal governance system. The course contents include, inter alia, Eligibility for Election in Lok Sabha, Rajya Sabha, Vidhan Sabha, Vidhan Parishad. Reasons of Disqualification of Membership. Composition and Role of Election Commission. Model Code of Conduct (MCC) and its enforcement. Registration of New Political Parties. Allotment of Symbols. Enrolment/ correction/ address change in Electoral List. Nomination Filing process, Withdrawal,</p>

	<p>Declaration by Candidates. Role of Agent. Bye-Elections. Independent Candidates. Election Petition. The study materials include, inter alia, The Representation of People’s Act, 1951, Registration of Electors Rules, 1960, The Election Symbols (Reservation and Allotment) Order, 1968 (as amended in 2016), Manual on Model Code of Conduct, 2019, issued by Election Commission of India, Handbook for Candidate, 2023, issued by Election Commission of India etc. This Certificate Course is geared towards fostering democratic spirit and developing informed citizenry for the future.</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>Drives have been undertaken by the ELC in collaboration with the NSS unit of Taki Government College, to raise awareness among first-time electors regarding enrollment in electors list.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6908	6414	5152	5927	5311
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 101

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	85	85	84	76

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.94	5.82	101.39	45.03	77.16

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Curriculum Planning:

The college offers **15 Undergraduate** courses that include B.A. and B.Sc. Programmes (Honours and General Programme) and **02 Postgraduate** courses following **Choice Based Credit System (CBCS)**, the curriculum of which is designed by the affiliating University. NEP-2020 has been implemented from the session 2023-24. Teachers from various departments of the College act as the members of **University Board of Studies (BoS) and** provide their suggestions, which are considered in planning university curricular framework.

At the onset of each session, the College prepares **Academic Calendar** and thereby provides the tentative dates of the commencement of sessions, internal examinations, holidays etc as per Govt of West Bengal rules. The Academic Calendar of each session is displayed on the college website.

Curriculum delivery:

The Academic Calendar and routine committee prepare the class schedules in form the **central master routine** prioritizing the needs of the departments for each semester for both UG and PG Courses. Based on the master routine, each department prepares and shares its routine among the students mentioning the exact time and venue of classes.

Academic session starts with the distribution of topics of syllabus are distributed among teachers in departmental meetings. Students are also made aware about the teaching plan at the beginning of each semester. Each teacher maintains class records. Teaching plan is maintained and study material is provided through **Learning Management System (LMS)**, which can be digitally accessed by the student community.

Along with the traditional teaching method, **ICT based teaching learning methods** are used by teachers to grow more interest of subject matters among students. Practical classes are regularly taken in laboratories. As a part of curriculum, students of some departments are involved in different project works, field surveys. Special classes are arranged for slow learners whenever required after assessment by teachers.

Internal evaluation is conducted by all the departments in forms of class tests, submission of assignments, student's seminars etc. **Mid-term Test Examination** is conducted prior to the beginning of University conducted semester exams. Regular Parent Teacher Meetings are organized by the

departments to give and take feedbacks for the benefit of the students.

The College Library is a repository of a number of books and journals including **e-resources**. Students can get access to the catalogue through KOHA software. They can also get access to the e-resources through N-LIST.

Students are motivated to participate in invited lectures, seminars/webinars, workshops related to their subject matters, relevant interdisciplinary topics and cross cutting issues. Wall Magazines and e-magazines are prepared by students under the guidance of teachers, reflecting their awareness of academic topics and different contemporary issues.

During the special circumstances, like Covid-19 Pandemic, it was not possible to sharply follow the Academic Calendar. However, separate routines for online classes were prepared by the departments. The lectures were delivered through online mode using power point and video presentations. Students were given regular assignments as a part of continuous evaluation.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 5

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 0.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
192	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The college tries to provide an academic environment for induction and dissemination of cross cutting issues which gets reflected in the following manner-

Human Rights

Within the framework of globalization and communications advancements, citizen empowerment, and mounting calls for governments worldwide to be held accountable, the mandate for human rights is becoming clearer. Therefore, the college's humanities departments include courses designed to increase students' awareness of and understanding of the law and the administration of justice as well as to fortify their commitment to human rights. Students actively participate in NSS activities with the purpose of spreading values of helping others through social outreach programs. Human values are further fostered through social activities of students like flood relief, awareness campaign for eye donation, etc.

Gender Concern:

Aside from that, courses are meant to educate students about the ways in which institutionalization and socialization processes uphold gender roles, as well as the implications of gender in social, political, and cultural domains within the framework of various social institutions. The courses in the Postgraduate departments of English and Bengali literature introduce the students to a sampling of the rich body of

women's writing, focusing on some important issues and representative examples. While the background studies provide a literary, historic and sociological context for the study of women's literature, the texts themselves comprise fiction, poetry, and critical theory from Western as well as Indian feminist canons. The Department of History, Taki Government College, abides by the CBCS curriculum which addresses various issues regarding gender, position of women, female education, women emancipation and their empowerment, participation of Indian women in the nationalist movements with special reference to the Gandhian Movements etc. College has a Women Development Cell which organize different programmes related to gender issues. College also organizes seminars on occasion of International Women's Day.

Professional Ethics:

Although, professional ethics is included a part of the curriculum of Economics and Philosophy, all the other departments also take part in different programs organized by Intellectual Property Rights (IPR) cell. College has an IPR Cell which organize different seminars and special lectures related to ethics and professional development.

Environment and sustainability:

Environment and Sustainability is primarily related to disciplines like Zoology, Botany, Geography, Economics, Philosophy and Chemistry. The syllabi focus on various aspects of environment including ecosystem, sustainable development, renewable and non-renewable energy sources, environment ethics etc.

The UG curriculum of different subjects include Environment as a AECC paper of UG course, which creates awareness about Environmental Pollution, Environmental Hazards & Disasters, Environmental Impact Assessment (EIA). Under NEP system, women studies has been introduced as one of the MDC courses. Seminars and awareness programmes have been organized on the occasion of World Environment Day. Outside the stipulated curriculum, the college organizes cleanliness drives, plantation programmes, awareness programmes and seminars on importance of saving water, to enhance awareness about the natural surroundings.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 41.98

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

Response: 2900

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

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
2989	2982	2394	2208	2175

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3686	3686	2965	2747	2632

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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: 83.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
1407	1361	1123	1039	986

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

2022-23	2021-22	2020-21	2019-20	2018-19
1658	1658	1349	1256	1206

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 81.27

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:

Departments of the college promote experiential learning and participative learning and include different student centric methods among the students for effective teaching learning process.

Experiential learning and participative learning-

Various departments such as Geography, Botany, Zoology arrange **educational tours, field visits** as a part of curriculum. The students are given exposure to observe different geomorphic landforms, vegetation zones, marine bases through these field trips. They document the gained knowledge in form of field reports. Students of department of Botany maintain the medicinal garden in groups under the guidance of teachers.

- Students are encouraged to use ICT tools and to gather information from e-resources and journals along with **preparation of the projects** showing dependence on technology.
- **Student seminars** are organized by different departments where the students give power-point presentations on topics related to their curriculum or topics relevant to their programme. Post graduate departments orient the students on review of literatures and presentations of any topic.
- Inter-college **quiz contests** have been organized where a number of students were involved as a part of their participative learning.
- Different **seminars, workshops, skill enhancement initiatives** are taken in the college. Awareness programmes and seminars are organized in different days of National and International importance. Students are also encouraged to participate in **environmental awareness programmes** and **community outreach activities** organized by the college.
- Students are encouraged to showcase their talents and views in **e-magazines and wall magazines** which are prepared by various departments.

Problem solving methodologies-

- Science departments regularly take **practical classes**. To orient the students on research activities, the students are also given **group projects** where they can use their practical knowledge and tools of the laboratories and prepare a report on this by preparing posters.
- Post-graduate students **prepare dissertations** by reviewing literatures.

Use of ICT based tools-

- Class rooms belonging to different departments and seminar halls are **ICT-enabled with LCD projectors and screens**.
- Students are encourages to give seminar presentations using ICT tools. Teachers employ ICT tools, including PowerPoint presentations in classes.

- Teachers also use **LMS platforms** to prepare study materials and online presentations. Learning materials are uploaded on the college website for easy access during the pandemic. Teachers share reading materials, notes, and e-books through WhatsApp and email.
- Besides cloud based integrated ILMS, **KOHA** software promotes an e-learning environment. Students can access e-resources through N-LIST.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 88.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
93	93	93	95	95

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

2.4.2

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

Response: 71.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	62	62	61	51

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Choice Based Credit System has been introduced from the academic year 2018-19 under West Bengal State University. However the students who have admitted before 2018 would get degree under (1+1+1) system under West Bengal State university. The evaluation system is comprised of two key parts-

Continuous Internal Assessment and University Semester Examination.

Mechanism of Internal Assessment-

- Departments have flexibility and autonomy of taking the continuous internal assessment.
- Attendance as well as performance in classes is one part of the evaluation process. Everyday performance in the classes is evaluated, especially in the laboratory based courses.
- For some subjects, students are allotted with project work and that work is evaluated according to power of expression, truthful depiction, skill to handle the topic, neatness, clarity of thinking, overall presentation.
- Apart from regular assessment, they have to appear for a theoretical examination called mid semester examination. The mid-semester examination is conducted under the supervision of Internal Examination Sub-committee. The Internal Examination Committee (IEC) of the College along with College Teachers Council finalizes exam dates according to academic calendar. These markings along with marks of mid semester examination comprises internal marking in their semester result.

- Even in the COVID-19 Pandemic, students were given assignments as a part of continuous evaluation.
- Internal Quality Assurance Cell (IQAC) proposes and implements measures for improvement which include a project-based evaluation system, group discussions, seminar presentations, and survey reports from field works.
- Teachers discuss about the mistakes with the students and result is displayed in the notice board. Students can go through the evaluated answer scripts and discuss with the faculty members.
- Attendance concessions are permitted only on medical grounds and alternate arrangements are made for those students who cannot appear in the examinations for valid reasons.
- Any grievances related to internal examination and evaluation are informed to the respective departments.
- Marks are carefully uploaded to the university portal.

Mechanism for External/University Exams:

University regulations are followed for External/University Exams. The college ensures timely enrollment of students for Semester Examinations. The university time-table is followed and the university examination is smoothly conducted through the University Examination sub-committees of the college. Answer scripts are evaluated by the university- appointed teachers.

Grievance redressal system-

- Any grievances related to evaluation of university examinations are reported to the University for review. The students can apply for Review of their Results. As and when the University publishes review Notifications, the College circulates the Notices online. The Review Submission is done through online mode in the University portal.
- For internal evaluation, students can approach to the department faculty members or the internal examination committee for any grievance related to evaluation.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Assessment of programme outcomes (POs), programme specific outcomes (PSOs) and course outcomes (COs) is a major academic activity and is essential to assess the learning ability of a student. Outcome assessment is a process to support teaching, learning and evaluation which is considered as a mechanism to evaluate the effectiveness of learning environment based on evidences. By clearly outlining POs and COs, institutions ensure that there is an alignment between the curriculum, teaching methods, future prospect and assessment strategies with the overall educational goals of the institution. Taki Government College has designed a comprehensive set of outcomes and objectives for the broad-based programmes and has taken all initiatives to widely circulate the outcomes before the commencement of the teaching-learning process. Students are made aware about the outcomes for a clear understanding of the scope, syllabus and depth of the programmes.

Programme outcomes (PO) of the three broad-based programmes namely B.A., B.Sc. and M.A. Programmes have been designed by the IQAC. In order to achieve this, the broad skills, knowledge areas and competencies of the students are identified. After enlisting the POs, the IQAC design the Programme Specific Outcomes (PSO) for the Honours and P.G. Programmes in consultation with the faculty members of the respective programmes along with the course outcomes of all the courses enlisted in the curriculum of the respective programmes. COs are designed by using the action verbs of Bloom's Taxonomy levels. After writing the CO statements, the CO is mapped with PO by respective subject experts during the preparation of curriculum. The COs and CO-PO mapping are reviewed by the faculty members before final circulation.

To ensure wide circulation of the POs, POSs and COs among all the stakeholders the, the documents are displayed in the college website. This facilitates effective communication with various stakeholders and helps the students to get a prior overview on the programme. Respective faculty members discuss the objectives and outcomes of the courses with the students in detail during orientation programmes before commencement of each session. The outcomes are also displayed in various classrooms and laboratories, and are kept in the course files.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Strategies adopted to ensure attainment of POs, PSOs and COs are evaluated through several direct and indirect assessment tools. The result of attainment of COs is used to evaluate the attainment of program specific outcome (PSO) and programme outcome (PO).

Direct methods for CO attainment evaluation:

Continuous Internal Assessment: In adherence to the regulations of affiliating University, college conducts mid-term evaluation. The evaluation consists of marks for both examination and attendance. In some programmes, students require to submit assignments, project works as parts of internal evaluation. The attainment of students are evaluated on the basis of their performance for a particular CO and the POs mapped with the COs.

End-semester Examination Performance Analysis:

Grades obtained through informative and summative evaluations are the direct measures of attainment of Specific Course Objectives (SCOs). The marks scored by the students in the end semester examination are used to assess the attainment level of the whole course and the same is transferred to each course outcome attainment level, while calculating the overall attainment level. It is expected that a student should score at least 40% of the maximum marks of the course for the attainment of course outcomes.

The CO attainment levels are measured based on the results of the cumulative internal examinations and semester end examination conducted by the university. This is a form of direct measurement of attainment. The final assessment level of a particular course outcome is calculated by giving 20% weightage to internal assessment tools and 80% weightage to end semester university examination.

Indirect methods for CO attainment evaluation:

College has a proper feedback collection, analysis mechanism for maintenance of existing standards. The IQAC evaluates students' feedback on teacher's performance regarding concept delivery, timely completion of curriculum assigned, evaluation etc. This is analyzed and discussed with the College authority and the Head of the Department. The students' feedback is taken separately on syllabi, and the overall institutional provisions assigned. Feedbacks are analyzed by the IQAC.

Students' progression to Higher Education serves as an important metric for Attainment evaluation. Progression to Higher Education acts as a marker for evaluating successful attainment of the laid down Programme and Course Objectives and Outcomes.

It is mentionable that attainment level score is calculated for each course by combining 80% of direct method score and 20% of indirect method score based on teacher's assessment and responses.

File Description	Document
Upload Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 80.34**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
890	1527	1158	1355	805

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

2022-23	2021-22	2020-21	2019-20	2018-19
1622	1541	1158	1457	1360

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.26

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2.37790	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has a Seminar Sub-Committee under the Teachers' Council which organizes seminars on various topics throughout the year. Besides, there are other sub committees namely Intellectual Property Rights Cell, Women's Development Cell and Internal Complaint Cell which also organizes seminar on different issues and occasion throughout the year. Each year, departments of both Science and Humanities subjects also organizes seminars in collaboration with the seminar committee to improve the knowledge level of the students.

At present, research at the doctoral level is conducted by 2 teachers of the departments of Geography and Zoology and they are registered as research supervisors, providing guidance to scholars under them. Some of the teachers are themselves engaged in pursuing their Ph.D work.

During the phase of the pandemic in 2020-21 academic session, the College and the departments had

organized webinars on virtual platforms and each one of these had been greatly successful. Both teachers and students participated enthusiastically in these webinars.

Development of entrepreneurial skills is one of the major thrust areas of the college. The Department of Chemistry has motivated the students to play with hazardous organic Abir during dolyatra and has encouraged them in preparing floral abirs in the laboratory of Chemistry department. It is believed that this event will help the students toward entrepreneurship development towards opening small MSME business. Although various incense sticks, candles, mosquito repellents are readily available in market, Chemistry department has taken a drive to motivate the students in preparing such materials etc in their laboratory. This may also develop a skill towards entrepreneurship in future as a part of MSME business. They have also prepared glycerin soap from fresh oranges in the laboratory. Similarly, the Botany Department of Taki Government College has also trained the students in preparing vermicompost. Large quantity of potential agro-industrial wastes and by-products can be utilized profitably by vermicomposting, which is a low cost technology and the local rural people can become successful entrepreneurs in vermicompost production.

Taki Government college is located at the bank of the river Ichhamati and nearby a local Mangrove forest namely "Golpatar Jungle". Keeping in mind that optimum utilisation and conservation of mangrove ecosystem will contribute to the community as a whole, College has taken an initiative to survey this nearby ecosystem and create a **Local Study Group of Mangrove Ecosystem**. Students from the departments of Zoology, Botany and Geography have visited Golpata forest and their studies on Mini-Sundarbans have helped them in gaining an on-field preliminary knowledge of the ecosystem. These have contributed in sustaining an ecosystem involving transfer of knowledge.

The recently introduced Students' and Teachers' Exchange Programmes with other institutions have also contributed in sustaining an ecosystem involving transfer of knowledge.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	3	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	15	05	02

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

3.3.2

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

Response: 0.61**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	16	07	12

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

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

Extension activities are known to create consciousness among the students towards social issues and make them empathetic to every constituent unit of the society ensuring their holistic development.

Since long, the college has been engaged in contributing the local community along with the classroom teaching-learning process. Students of the college distributed relief in the form of rice, daal, potatoes, onions, salt, mineral water, puffed rice, flattened rice, biscuits, milk powder, medicines, mosquito repellent etc to around 100 families of such villages near Sundarban at Amphan (a super Cyclone) affected remote villages like West Ghuni, Polepara, Hasnabad, North 24 Parganas, West Bengal on June - July, 2020. Teachers donated generously to the state Relief Fund at the time of Covid Pandemic.

Students take up activities like cleaning the college campus and its surroundings and plantation of tree saplings as a part of effort to preserve a clean and healthy environment. NSS Volunteers and members of other Committees have regularly organized seminars and Awareness programmes towards observing days of social importance such as National Consumer Day, National Eye Donation Week, World Yoga Day etc. The students of Taki Government College have organized a rally and seminar as a part of the awareness-programme regarding the importance of Eye donation. They have also organized an Awareness-programme on importance of Water Storage in Purulia. Various seminars on Climate issues have also been organized by the students making them aware of different climate issues.

As Taki is situated near the border of India and Bangladesh, incidence of child and women trafficking often occurs. Internal Complaints Cell (ICC) and Women's Development Cell of Taki Government College in association with an NGO namely KEYA (Katakali Empowerment Youth Association) - have also organized a seminar on Child marriage and Child trafficking. They also met with victims of Women Trafficking and this helped them to sensitize regarding gender issues. Free Covid 19 Vaccination programme was organized twice by the College (on 4.10.21, 05.10.21, 17.08.22, 18.08.22). Students of Taki Government College also celebrate Independence Day and Republic Day with intense energy and fervour. Other awareness programmes like importance of Kanyasree and Students Credit Card scheme were also organized for the students.

School students of nearby areas also visited laboratories of our college as a part of educational outreach programme. This educational outreach program also helped to develop deeper relationships between students and the communities they live in. Electors Awareness Programme were held at the College to aware new voters about the importance of universal adult franchise.

The impact of these extension activities is profound. These help in shaping students' characters and instilling qualities of social responsibility, citizenship, empathy, teamwork, and leadership. Many students, influenced by these experiences, are actively involved in philanthropic activities within their own communities, like donating blood in blood donation camps. The role of Taki Government College to holistic development is evident in its efforts to create socially conscious and responsible individuals.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

No such award or recognition has been received by the college.

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: 11

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	1	1	0

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration**3.5.1**

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

Response: 20

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

List of physical facilities-

- Campus area and building structures- 6886.34 sq mts
- Total number of classrooms- 35 [Classroom No. 30 and NBPQ-4 have been built in last five years]
- Number of classrooms with ICT facilities- 12
- Number of laboratories : 12 [Geography -1, Chemistry-2, Physics-3, Math Computer Lab-1, Botany-2, Zoology-2, Computer Lab-1]
- Library- 1
- Office- 3
- Common room- 1 (Girls) +1 (Boys)
- Seminar halls- 1
- Room for Students Union-1
- NSOU Study Centre- 1
- Sanitation and drinking water facilities- Drinking water facilities and male, female toilets in every floor.
- Canteen- 1
- Power backup devices- Yes
- Solar power - Yes
- Hostel- 2 (1 Boys and 1 Girls); nonconductive for residence post-pandemic; proposals for renovation submitted to WBHED

Given the students strength and to optimize the utilization of the Physical Facilities, BA Programme Course are conducted in the Morning session while those for B.A Honours, B.Sc. Honours and B.Sc. Programme Course are conducted in the Day session. Practical sessions for Physics and Chemistry are conducted in multiple batches. A course having large group of students is provided with larger classrooms in Master Routine, and faculties take the assistance of microphones

Facilities Developed from RUSA Grant:- In 2019-20 the College received Rs. 1 Crore as the first Installment out of Rs. 2 Crore sanctioned under RUSA 2.0 (Component 9), out of which 97.09195 Lacs have been utilized by 2021-22 for the following activities:-

- a) **SITC of 100 KVA Diesel Generator,**
- b) **SITC of Flood lights in the Playground and other Strategic positions,**
- c) **SITC of 10 KW Ongrid Solar PV Power Plant,**
- d) **Renovation works of Geography Building,**
- e) **Upgradation of Parking lot,**
- f) **Procurement of Computers and allied peripherals; and High-end Laboratory Equipment.**

Facilities under Development from MPLAD Fund: A new multistoried building is under-construction from the grant of Rs. 1 Crore from MPLAD Fund received in 2022-23.

Learning Management System-

The logistics of the College Office has been elevated immensely with the introduction of cloud-based Enterprise Resource Planning (ERP) software, through which all sorts of data managements and students-related activities such as admission, registration, enrolment etc., are carried out. The LMS module of the ERP has been in use since 2020 for circulation of study materials, video based presentations, mock tests, continuous evaluations, which helped the students to a great extent during pandemic period.

Facilities of cultural and sports activities-

- Lack of a large contiguous land parcel is a legacy issue since the inception of the College. However, the institutional playground within the college premises is adequate for games like volleyball, badminton, and for conducting minor sports events etc. or for practice sessions for football, cricket etc.
- For indoor games students' common room can be utilized.
- Cultural and recreational programmes are usually arranged in the Seminar Hall or in Room No. 30.
- Occasionally, the local auditorium of the Taki Municipality is also availed for larger congregations.
- For Annual Sports Meet and other team-events, one large playground, maintained by a local club named 'Aryan Club', is availed free of cost.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 77.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.37772	5.82376	83.82977	38.09994	48.86291

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library is quite large with near about **96,000 books** including a few number of rare and old books which are being preserved as a special collection. In addition to the central Library, all the departments are facilitated with Seminar Libraries with a considerable collection of books which can be easily accessed by the students.

Along with circulation of books, the library also provides a reading room for students and teachers, reprographic service (as and when required), access to e-learning resources, journals and career guidance corner consisting of preparatory books related to competitive examinations. Along with students of Taki Government College, library provides access to the students of other colleges.

Services provided by library-

1. Reading room service - Yes
2. Lending service/ circulation - Yes

3. Internet facility through LAN/ wifi - Yes
4. Rare book collection – Yes
5. Reprographic service - Yes
6. Journals (research and career guidance) - Yes

Library automation-

The process is continuing using 'KOHA' Integrated Library Management Software (**ILMS**). The database of 25,863 books of science programmes has been entered in the KOHA database and is continually being upgraded.

Name of ILMS software- KOHA software

Nature of automation- Partial

Version - 3.16.2003 (Upgraded to version- 23.11 on 09.07.2024)

Year of automation- 2016

Initiatives to promote e-learning environment-

- The library has **subscribed to NLIST** service which offers access to about 1,99,500 e-books and more than 6,000 e-journals to students and faculty.
- Six desktops are installed in the library among which two are with LAN connection. The computers are used to access various library resources to which college has subscription.
- The website provides **accession to the Open Educational Resource (OER) repositories** such as e-Pathshala, National Digital Library, SWAYAM Online Courses, UG/PG MOOCs, Open Knowledge Repository- World Bank, Virtual Lab, Spoken Tutorial, Infoport, librivox, e-gyankosh.
- The library has membership of e-sodhsindhu
- Library has taken initiative to create an **IRINS (Indian Research Information System Network)** instance for Taki Government College and creation of VIDWAN ID database of all faculties.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

1. IT facilities- The college regularly procures updated computers and related accessories for the smooth functioning of academic and administrative activities in the college which is evident from a large number of desktops, laptops, printers, projectors. In the Financial Year 2018-19, 2019-20 and 2020-21 Computers and allied peripherals, Smart TVs were procured from State development Grants and RUSA Grant. All such devices, accessories, and networks are subjected to regular maintenance, and repairing and maintenance are done as per requirement throughout the year. Total 12 ICT enabled classrooms are available in the campus.

2. High speed Wifi facilities- There is High Speed Internet Connection with **Four Optical Fiber Inputs** and **CAT6 LAN Configuration** in the College subscribed from Siti Broadband through the “Lokenath Enterprises”. The details of the Inputs are as follows:

- a) College Office: 100 MBPS
- b) For All the Departments in the Main Building: 100 MBPS
- c) For the Students: 150 MBPS
- d) For Geography Building: 80 MBPS

Principal’s Office, College office, every Department, Library have their own Wifi-routers. Besides, there is a dedicated Wifi-router for the students.

At the time of last Assessment of NAAC Cycle 1, the speed of connectivity was less than 5 MBPS.

3. Library automation- The process is continuing using ‘**KOHA**’ Integrated Library Management Software (**ILMS**). The database of 25,863 books of science programmes has been entered in the KOHA database and is continually being upgraded.

4. Online Admission & E-Governance-

a) Online admission is in operation since 2015-16. Nowadays, the complete admission procedure, including generation of merit list, is performed in online-mode..

b) E-governance is also being practiced for the students through Online-Registration process under

West Bengal State University.

c) College office uses software to collect and generate receipt for tuition fees paid by students on regular basis.

d) For salary bills and other financial transactions, College office has been practicing paperless processes through 'IFMS', directly provided by Ministry of Finance, Govt. of West Bengal.

e) All transactions under 'RUSA' grant are made through PFMS.

5. Software/ portals for teaching learning-

a) **LMS-** LMS module has been in use since 2020 for circulation of study materials, video based presentations among students. The practice immensely helped the students during pandemic period. Teachers also take mock tests, continuous evaluations through the LMS platform.

b) Google-meet platform, Zoom etc. were in extensive use to take classes, viva-voce examinations, during the pandemic period. Even in the post-pandemic time, when normal classes at the College remain suspended by the Government directives to protect the students from intense heat wave, such meeting platforms are used to take online classes to complete the syllabus in due course of time.

6. CCTV- Close-circuit-Cameras are installed at all strategic points over the entire premises to keep a strict vigil and ensure the security of the all stakeholders and properties of the College.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 119.1

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

Response: 58

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.57	0	17.56	6.94	28.30

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 62.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
5209	6029	4723	1884	868

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 5.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
456	428	5	349	304

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 8.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
193	107	155	65	98

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

2022-23	2021-22	2020-21	2019-20	2018-19
1622	1541	1158	1457	1360

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

5.2.2

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

Response: 0.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	8	7	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	0	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

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: 10.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	9	7	8	10

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:

The Taki Government College maintains an informal association of the alumni, which functions independently of the college authority. The association is formed with the expectation that the stakeholders will look out for its best interests. The mission of the Alumni Association is to act as a dependable, unbiased, and helpful associate in favour of raising college performance and that of its former students. The Alumni Association is expected to contribute to the advancement of the institution, with its stakeholders forming an integral part of society. Registration for the Alumni Association is still pending. The first meeting of the college alumnus was held on December 18, 2015 to initiate the formation of the Taki Government College Alumni Association, consisting of only 15 members. In this meeting, Prof. Amarendra Nath Das, Vice Principal of Bashirhat College, was selected as the first president of the alumni association. Over the years, the stakeholder's goal has been to develop a positive environment for the future expansion, guidance, and networking of the college alumna/alumnus. The Alumni Association maintains an independent bank account as a body corporate at Allahabad Bank/Indian Bank under the name of Taki Government College Alumni Association, bearing A/c no. 50452082908 and CIF No. 3026897706-7.

The new Alumni Association of the College was constituted in a meeting held on January 30, 2016. Professor Saradindu Banerjee, an ex-physical instructor at TGC, and Sri Somnath Mukherjee, chairman of Taki Municipality, were selected as the new president and secretary of the alumni association. At present, the member strength of this association is 79, and the association is growing.

The Alumni Association as a whole provides logistical and other support for the programs' overall success whenever the college decides to organize any social, cultural, games, sports, or other student-oriented programs as part of its extracurricular activities. Alumni members frequently visit their departments for lectures, career counselling, and cultural events and share their views. During this period, the alumni members actively participated in sports, cultural events, seminars, career counselling, etc. During the NAAC peer team visit in August 2018, alumni members were updated on the college's progress regarding infrastructure, course offerings, physical facilities, cleanliness, and upkeep of the playground and surrounding areas by the peer team. On the 70th Foundation Day of the college, the members participated in the glorious rally and in the felicitation programs organized by the college. The alumni members actively participated in the awareness program on child marriage and trafficking organized by NSS in collaboration with KEYA. The alumni members participated in the awareness parade on eye donation on September 8, 2022, and January 5, 2023. The alumni members have also contributed their thoughts to our college magazine. A considerable number of notable alumni from various departments visited our college and gave speeches to motivate the students and show them their future paths. TGC and Alumni have an intimate relationship that fosters a dynamic and healthy academic community, potent motivator for positive changes.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Taki Government College was established at a critical juncture after independence with the vision to educate the uprooted young men and women and integrate them into the main stream of the society and to make them socially responsible citizens by inculcating human values. Since then the college has strived to impart quality education to the students at low cost and to make the students self-reliant and instill in them confidence and leadership qualities so that they can contribute towards nation building. The college emphasizes not only on the academic achievements of the students but also tries to equip them with the skills necessary for facing the job market through experiential learning, organization of regular career counseling sessions etc. With the introduction of NEP and its emphasis on skill formation, the college has introduced several multidisciplinary and add-on courses which aim to enhance employability skills of the students. All necessary steps for smooth implementation of the NEP has been executed by the NEP committee of the college. Being a government institution the college follows decentralized and participatory administration. Taki Government College falls under direct authoritative supervision of Education Directorate (ED), which exerts jurisprudence with that of Department of Higher Education (DHE), Government of West Bengal. In academic matters, the college is guided by the affiliating West Bengal State University's statutory academic stipulations to the extent ratified, and earmarked by the ED and the DHE. All major academic decisions are taken only after due discussion in Teachers' Council (TC) meeting. All academic affairs are carried out by the different TC sub-committees constituted by the Principal in coordination with Teachers' Council Secretary (TCS). Along with the teachers, the support staff members and student representatives are also included in certain selected committees and cells. Teacher representatives in the Governing Body and the IQAC contribute significantly in setting and implementation of institutional goals. Feedback is collected from the stakeholders and analyzed and steps are taken on the basis of the feedback received. The ERP software system has been purchased to streamline data management, documentation and strengthen the feedback mechanism. Since the COVID pandemic MCQ tutorials, relevant study materials, question banks are made available to the students through the LMS portal. In spite of several infrastructural constraints the college accommodates as many students as possible because the college believes that access to higher education is extremely valuable for students especially for those who come from the economically challenged households. Initiative towards academic and administrative improvement got a boost with the sanction of a grant of 2 crores under the scheme RUSA 2.0 component 9 and with an award of grant of Rs. 1 crore from MPLAD fund. The construction of a new building has been initiated with the MPLAD fund. To inculcate the spirit of inter-institutional collaboration MOUs has been signed with peer institution. The college functions as a knowledge hub and reaches out to the society through various outreach programmes conducted by the college NSS unit, students, teachers and support staff.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Administrative setup, appointment and service rules-

- This college being a government college functions under the Department of Higher Education, Government of West Bengal. The administrative set up, appointment, service rules and policies are defined by the guidelines set and issued by the Higher Education Department.
- The faculty members of this institution, except State Aided College Teacher (SACT), belong to the cadre of West Bengal Education Service (WBES) and the Principal belongs to the cadre of West Bengal Senior Education Service (WBSSES).
- Their recruitment processes are executed by the Public Service Commission, West Bengal according to the guidelines of the UGC.
- Appointments in colleges and subsequent transfer to other Government Colleges are decided by the Department of Higher Education, Government of West Bengal.
- Service rules of the faculty members, likewise the non-teaching staff members are governed by the WBSR.
- CAS benefits are determined as per UGC guidelines and executed by the Department of Higher Education, Government of West Bengal.

Function of different administrative and academic committees for plan deployment

- Taki Government College, being a Government Institution, functions under direct authoritative supervision of Education Directorate (ED), which exerts jurisprudence with that of Department of Higher Education (DHE), Govt. of WB. In academic matters, the College is guided by the affiliating West Bengal State University's statutory academic stipulations to the extent ratified, and earmarked by the ED and the DHE. Head of the institution, the Principal, does primary liaison with the regulating & controlling organs, the DHE, the ED, the Governing Body and the affiliating university. The Head of the Institution, the Principal/Officer-in-Charge, is responsible for implementation of all academic and administrative policies of the Government. The Principal also acts as the DDO of the Institution, and monitors the financial matters of the College.

- The College practices decentralization and participative management. All major academic decisions are taken only after due discussion in Teachers' Council (TC). All academic affairs are carried out by the different TC sub-committees constituted by the Principal in coordination with Teachers Council Secretary (TCS). Along with the teachers, the support staff members and student representatives are also included in certain selected committees and cells. Teacher representatives in the Governing Body and the IQAC contribute significantly in setting and implementation of institutional goals. Feedback is collected from the stakeholders and analyzed and steps are taken on the basis of the feedbacks received.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-

teaching staff and avenues for career development/progression**Response:****A. Appraisal system-**

Self Appraisal Report (SAR)- All the faculty members of the college, as cadres of WBES, submit three tier online Self-Appraisal Report (SAR) in each financial year through IFMS portal of Government of West Bengal. For this each teacher has to provide information related to attendance in college, leave taken, basic teaching learning assignments performed and other academic and administrative activities executed by the teacher concerned inside and outside of the College during that year, as per WBSR service rules. Each teacher has to forward this SAR to the Reporting Officer, i.e., Principal of the college. Principal after necessary examinations ends this to the Reviewing Officer, i.e., Director of Public Instruction (DPI), Govt. of West Bengal, as cadre controlling authority and finally, Special Secretary of the Higher Education Department, Government of West Bengal accepts it after proper scrutiny as Accepting Officer.

B. Welfare measures-

Being a Government Institution under the Department of Higher Education, Government of West Bengal, the teaching and non-teaching employees of the institution alike other state government employees enjoy the following benefits:

Employees can avail the benefits of cashless and reimbursement facility under WestBengal Health Scheme (WBHS) for the treatment of themselves and their dependents.

Employees are entitled to have Pensionary benefits, Gratuity and Leave Encashment as per rules of Government of West Bengal.

All the employees are covered under GPF rules and GIS and have access to interest free GPF loan.

All kinds of leave, viz., earned leave, child care leave, leave on miscarriage, medical leave etc. can be availed by the teaching and non-teaching staffs of the college as per rules of Government of West Bengal.

There is a provision of on duty leave for the faculty members for participation in various Faculty Development Programmes.

All the employees of the college receive TA/DA for educational excursions and are entitled to avail the benefits of Home Travel Concession (HTC) in every five years and Leave Travel Concession (LTC) in every ten years.

SACT, Group-D employee get festive bonus. (Upper eligibility ceiling: Emoluments not to exceed Rs 42,000 per month as on 31.3.2024)

C. Avenue for career development/progression-

The IQAC of the college regularly processes files for career advancement of teachers.

The college encourages faculty members to attend various courses like Refresher Course, Orientation Programmes and Short-term courses as per UGC guidelines.

The IQAC encourages faculty members to attend international, national and state level seminars as resource person/s or as paper presenters.

The IQAC motivates faculty members to approach various funding agencies for granting research projects. It also encourages faculties to participate in collaborative research work. The college has signed MOUs with several peer institutions to facilitate such exchanges.

The college authority, following the Government order, grants NOC to the faculty members for pursuing in service Ph.D. which facilitates their career growth.

The institution encourages non-teaching staff members to attend various administrative training programmes required for smooth conduct of the official works.

File Description	Document
Upload Additional information	View Document

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 13.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	20	19	8	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	16	16	16	16

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Mobilization and optimal utilization of funds-

Being a Government institution, the college is funded entirely by the Government of West Bengal. The salary component of funds is fully under the jurisdiction of the Government of West Bengal. Excluding the salary component, the institution applies to the government for administrative approval stating the justification and the fund requirement for academic, physical and support facilities. The allotment received from the government can be classified under two heads-

Non-plan head which includes salary, wages, remuneration of SACT, allotment of WBHS, bonus, electricity bills, telephone bills, expenses, maintenance charges including allotment to PWD for infrastructure maintenance, charges of security guards.

Plan head which includes-

- Development grant (Books, Equipment, Chemicals, and Glassware, furniture, computer and peripherals)
- Project specific grant
- Grant for library automation
- Infrastructure augmentation

The institution implements its financial strategies in consultation with the Finance Committee of college. In order to utilize resources, the Committee collects requisition and convenes meetings in the presence of the Principal of the college for rational utilization of the financial resources as per the requirement. The Purchase Committee then prepares a budget taking into consideration the suggestions of the IQAC Committee. Finally it is submitted to the Higher Education Department, Government of West Bengal. Purchase Committee and Tender Committee perform all activities such as inviting tender/quotations, preparing comparative statement and payments strictly following the Government Guidelines in all purchases.

The audit process reviews whether the existing mechanism of the financial systems is according to the rules and if any change is required in mechanism for improvement of the process.

• **External Audit of the Institution:** - Funds received from State Government and their receipt and payment ledgers are audited solely by the Principal Accountant General, Government of West Bengal at interval of 5 years. The last external audit was carried out between 08.04.2021 to 23.04.2021 by the audit team of the Office of the Principal Accountant General (GSS Audit) WB, Kolkata verifying all financial transactions up to March, 2021.

• **Internal Audit of the Institution:** Physical verification of assets is done regularly every year. Internal audit of all the stocks, assets and allied registers are performed by the teachers of the concerned departments, and similarly all the stocks, assets and allied registers of the College Central Library are carried out by the Librarian and Library committee members (teachers from various departments) and staff members of the Library. Internal audits of PG Department of Bengali and English for the session 2018-23 have recently been done. The college office is also instrumental in submitting IT deductions and GST returns regularly to competent authority within stipulated time.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Quality assurance strategy and process

Internal Quality Assurance Cell of Taki Government College, since its establishment in July 2011 has initiated and institutionalized a number of quality assurance and enhancement strategies. Some of the prominent contributions of IQAC are –

- Encouraging different departments and the career counselling cell to get involved in various student centric, student enrichment programs like seminars and employability training programs for students to upgrade their skills.
- Encouraging research activity through procurement of instruments, collaborative research activities.
- The Research Committee and IPR (Intellectual Property Rights) Cell were formed to make the students acquainted with the recent protocols for publishing research papers and articles. Moreover the purchase of number of high-end instruments have facilitated the teaching learning process. Memorandum of Understanding (MoU) with 13 peer institutes during 2022-23 and with 09 peer institutes during 2023-24 was initiated by the IQAC to inculcate the spirit of inter-institutional collaboration for providing optimal infrastructural facilities to the student community.
- As per the recommendations of the IQAC, various departments have conducted Add-on/Certificate courses during summer vacation, 2024 which has benefited the participants.
- During the entire pandemic period IQAC has been instrumental to eliminate any covid-related disruptions in the campus- During the covid pandemic the IQAC members urged all stake holders to follow the advisories issued by the government and medical fraternity and emphasized the necessity of regular and adequate sanitization of the college campus. Vaccination camps for students were organized in coordination with Health Department, Government of West Bengal.
- Keeping records of incremental improvement: The IQAC evaluate the academic and administrative performances of several teachers in the form of career advancement proposals for promotion under the Career Advancement Scheme and arranged for the screening and selection committee meetings inviting DPI/Government nominee and different subject experts.
- Initiating exploration of several avenues for augmentation of physical infrastructure to make the existing building more purposive for inclusive development of students- Construction of a new building for the college, renovation of the existing one, installation of elevators and ramps, construction of

gymnasium hall, upgradation of existing classrooms and laboratories with modern facilities of ICT, establishment of more smart classrooms are some of the changes initiated

- Augmenting the efficiency of the support staffs of the college- The support staffs are adequately trained to carry out the online financial practices through IFMS, HRMS, E-Pradhan and such other financial or Human Resource management systems.

- Reviewing learning process and outcome Feedback system with analysis through ERP is placed to facilitate evaluation of students' learning process and outcome in a decentralized manner. Till now students' feedbacks have been collected manually through feedback forms maintaining confidentiality and feedback data have been analysed to take action in order to improve and address the necessary areas.

- NEP preparedness by IQAC-To prepare for planned introduction of 4-Year Undergraduate Programmes (NEP, 2020) under the new Curriculum and Credit Framework for Undergraduate Programmes from the session 2023-24. A NEP related Committee was formed and admission modalities framed, sanction for MDC courses were sought and received from the WBSU.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Taki Government College is committed towards upholding the principle of gender justice and endorses a sustained engagement against any form of discrimination and abuse of power based on gender. The College administration takes responsibility for the development and implementation of the gender policy. Emphasis is placed on students' qualitative performance along with their overall personality development and consequently believes in an open forum to discuss gender issues. Initially a Sexual Harassment Redressal Cell was set up to redress the problems coming under the purview of Sexual Harassment at Workplace Act, 2013. However, in the year 2019, the cell was reconstituted as **The Internal Complaints Committee** following UGC guidelines. Gender Awareness Campaigns and Workshops/Seminars are regularly organized in the campus through various activities like debates, discussions and various forms of arts. The institution has zero tolerance for ragging. The Anti-ragging Cell as well as the administration and the Students' Council ensure that the campus is free from any discriminatory practices. The Grievance Redressal Cell, Internal Complaints Committee function in unison to create a free and fair environment for holistic development of the students.

Gender Audit: Taki Government College constitutes a Gender Audit Committee which successfully carried out Gender Audit among the students, teachers and non-teaching staff members. Women's Development Cell of the college regularly organizes different gender awareness activities and ensures gender related facilities within the campus.

Facilities for Women in Campus: Basic sanitation facility in the form of separate toilets for the female students and staffs is provided in each floor of the college. The girl students are provided with various facilities. The College played a pioneering role by installing **sanitary napkin vending machines** in the girls' common room which has been instrumental in promoting menstrual hygiene and cleanliness among the girl students. The college campus is under CCTV surveillance as a safety measure for female folks.

Enrolment to **Kanyashree scholarships** (K2 in UG level and K3 in PG level) has been recommended through the college office exclusively for girls' students.

Gender issues in Curriculum: Topics on Gender and Feminism are a part of the syllabus in our humanities and social science departments to help gradually instill gender sensitization among our students. Five Departments, viz. Bengali, Philosophy, History, Political Science, and English deal with gender issues in their UG syllabus (Hons, Gen, and MDC papers). The gender related topics that are taught are extremely varied and include the following areas; studies on feminism, literature and nonfictional works by women authors; gender inequalities, education and politics; women's

empowerment, democratic awareness through legal literacy, social issues and movements in India; and women studies in India.

Women Empowerment in College Administration: The administration of Taki Government College officiates under the able leadership of a Lady Officer-in-Charge since 2022. The Nodal officer of AISHE is also a lady faculty member. The post of Teachers' Council Secretary is also being held by a lady faculty member during 2023-24. Several administrative committees and committees under Teachers' Council are convened by various lady faculty members.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

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

7.1.3

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

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

Response: A. All of the above

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

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:

Taki Government College is a rural institution that yearly welcomes students from diverse religious, socio-economic, and cultural backgrounds. The college strictly adheres to reservation rules for admissions as directed by the Central and State Governments and the affiliating University. Students from Scheduled Castes, Scheduled Tribes, Other Backward Classes, Economically Weaker Sections, religious minorities and differently-abled students receive education in an inclusive environment. They have access to all the central and state scholarships as per government regulations.

The college implements various measures and initiatives to create an inclusive environment. These efforts aim to promote understanding and appreciation of linguistic, cultural, communal, regional, and socio-economic diversities.

- The IPR cell of our college enhances the academic and research environment by encouraging innovation and effectively managing intellectual property through active student and faculty participation in events and programs.
- Bilingual teaching is used by teachers to help students overcome language barriers. Students are provided with study materials in both languages. The College celebrates International Mother Language Day to highlight the importance of mother tongue.
- Every year, the college celebrates various occasions like College Foundation Day, Teachers' Day, Rabindra Jayanti, Independence Day etc through various cultural programmes.
- The institution encourages NSS and different cells to organize outreach programs in villages around the college to promote unity among the students and to foster a sense of social responsibility. The college has adopted a village called Kathri. NSS-unit of the college conducts a 7-day camp in the adopted village and facilitates health awareness programmes, water conservation campaigns, and awareness programmes for the elderly regarding their rights, etc. Students learn to interact with the community without any bias related to gender, religion, social or economic background.

- Apart from that, the college organized various socially beneficial activities such as COVID vaccination camps, awareness programme on eye donation, health check-up camp, consumer rights awareness programme and Thalassemia awareness camp from time to time.
- The institution commemorates Independence Day, and Republic Day with great enthusiasm. It has also celebrated Azadi ka Amrit Mahotsav to celebrate India's 75th Independence. Both students and staff members participate in cultural programmes, parades and flag-hoisting ceremonies on these occasions.
- The institution prioritizes instilling values, promoting awareness of rights, and fostering a sense of duty related to constitutional obligations among students and employees. As a responsible civic institution, the college encourages voters over the age of 18 to actively exercise their constitutional right to vote in state and national elections by organizing awareness sessions for this target group.
- To protect and enhance the natural environment, the institution engages students in seminars, tree-plantation programmes, water conservation campaigns, and awareness rallies. After the devastation of super cyclone 'Amphan', the college organized relief camps regularly at surrounding affected areas and faculty members contributed generously to CM Relief Fund.
- Spontaneous student participation is noticeable during the observation of International Women's Day, Kanyashree Day, National Science Day, World Philosophy Day and other events which points to the friendly and harmonious environment within the campus.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1. Community Outreach and Wellness Initiatives (COWI)

Objectives:

To foster a strong connection between Taki Government College (TGC) and the neighborhood community through various outreach initiatives is a fundamental objective for the institution. By organizing events, workshops, and collaborative projects, TGC aims to create a platform for mutual understanding, growth and support among all stakeholders. To promote inclusive education TGC provides educational resources for underprivileged and marginalized groups. Through COWI the college trains students to become proactive leaders who understand the importance of giving back to society. By actively pursuing the objectives of fostering community connections, promoting inclusive education and enhancing social wellness TGC aims to create a positive impact on individuals, communities and society at large.

The Context:

TGC is located in a semi-urban area inhabited by several underprivileged communities who face multiple health and social issues, including low health-literacy, high rates of preventable diseases and limited access to wellness resources. To address these challenges the college has undertaken various initiatives for comprehensive Community Outreach and Wellness (COWI) aimed at the overall welfare of the community through health services, education and support programmes.

Challenges:

- The major challenge is to create awareness about health-hygiene and preventive-care-practices among community members.
- The financial constraints and limited resources for conducting extensive and long term outreach programmes to ensure sustainable impact.
- Initial reluctance and skepticism from the community towards external interventions.

The Practice:

- Conducting health-awareness programmes and health check-up camps for the neighborhood communities.
- Arranging campaigns to increase awareness about eye-donation among students and neighborhood communities.
- Enhancing awareness on environment-sustainability through various programmes.
- Arrangement and distribution of relief materials at Amphan affected areas.
- Building awareness about various relevant social and moral issues, such as child trafficking, human rights, anti-tobacco campaign, AIDS awareness, road safety campaigns.
- Integrating community outreach activity with field projects.

Uniqueness:

- Combining education with health, culture and sustainability to produce positive impact on all stakeholders.
- The community-centric programmes accommodating community input, ensuring cultural sensitivity, accessible to all community members, specially, marginalized.

Evidence of Success:

- NSS-Unit of TGC adopted a neighboring village 'Kathari' where health check-up camps were organized along with health-awareness programmes. The initiative was a collaborative effort involving NSS-volunteers, health-care professionals, local authorities and community members. Significant turn-out was noticed for this event.
- The college launched relief drives specifically aimed at restoring the lives of those affected by Cyclone Amphan in 2020, including poor and marginalized people.
- Significant community engagement was apparent from increased participation, positive feedback of the community members.
- Remarkable participation of students was evident in various awareness initiatives.

Problems Encountered and Resources Required:

- Managing a team of local volunteers and ensuring their sustained commitment required for effective coordination and support.
- Coordinating activities and managing resources effectively.

Requirements:

- Educational Materials
- Infrastructure
- Training
- Partnerships

By implementing this comprehensive COWI, TGC aims to significantly improve the wellness of the local community, thereby fulfilling our social responsibility.

Best Practice 2: Digital Learning and Management (DLM)

Objectives:

To enhance the quality of education, streamline administrative processes and foster a culture of continuous learning and innovation within Taki Government College adopts the use of digital tools and technologies. The aim is to enhance efficiency in Digital Learning and Management (DLM) primarily for teaching-learning and assessment, student and faculty data management, student admission, student scholarship verifications, recording internal marks, maintenance of store and controlling of the PG Examination procedure.

The Context:

Amid the COVID-19 pandemic, there was a crucial need for educational institutions to shift towards digital platforms for both learning and management, emphasizing the importance of adapting to digital solutions for the continuity of education and the efficiency of administrative tasks. Our institution had already integrated DLM practices to enhance the educational experience, increase accessibility, and streamline administrative procedures.

Challenges:

- Initial lack of comprehensive digital infrastructure and tools to support a fully online environment.
- Ensuring all students and faculty to access the necessary technology and internet connectivity to address the digital divide.
- Training faculty, staffs and students to effectively use digital tools and platforms.
- Maintaining high levels of student engagement and interaction in a virtual learning environment.

The Practice:

- **Learning Management Systems (LMS)**
- **Examinations management**
- **Digitized Administrative Services**
- **Feedback and Improvement Mechanisms**
- **Student database management and student scholarship verifications**
- **Financial Management**
- **PG Examination Controller**

Uniqueness:

- Flexibility to switch between online and offline learning modes as required, ensuring continuity and adaptability as a part of hybrid learning model.
- Utilization of interactive tools and platforms can enhance student engagement and foster collaboration in the virtual environment.
- Complete digitization of PG Examination from form fill-up to publication of mark sheets.

Evidence of Success:

- The teachers and students have accepted the platform with great zeal and fervour. The live platform signifies a paradigm shift in the teaching learning methodology. It is a significant shift towards digital pedagogy. Since inception, teachers and students have expressed their complete satisfaction with this dedicated e-learning platform.
- The PG Examination Management System has incorporated end-to-end digitization process, where the operations starting from form fill-up to the publication of mark sheets can be performed through the dedicated portal
- Faculty members successfully transitioned to utilizing digital teaching methods and tools.
- Significant improvement in the speed and efficiency of administrative processes and PG result publication has been observed.

Problems Encountered and Resources Required:

- Most of the students at TGC are from remote rural areas. Digital illiteracy and cost of internet-data stood as the main constraints for the students. However, a detailed training slide was prepared for educating the students to properly join and use the facilities.
- Keeping students engaged in a digital environment required innovative teaching strategies and interactive tools.

By adopting the best practice of DLM, our institution has successfully navigated the transition to a resilient and flexible digital academic and administrative model, ensuring continuity, excellence, and inclusivity in education and services.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Taki Government College started its journey in the education map of West Bengal on September 15, 1950 and has gone a long way to reach its present stage of importance, fulfilling the educational needs of large section of students of vast adjoining areas. Over the years, College has been upholding its pledge towards inclusive education and thus positioned itself as the seat of learning. Demographically, the college attracts a large number of first-generation learners mostly from remote rural and marginalized areas. The role of the institution is not limited to the responsibility to impart quality education and to groom academically oriented students. It also provides holistic education through character formation, consideration for fellow beings and nature, social enlightenment and to groom students to be citizens with a sense of social responsibility. The institute creates an inclusive, supportive environment that addresses their unique challenges and fosters comprehensive growth. Following are the key strategies and initiatives that the institution has implemented to achieve the goal-

A. Academic support and experiential learning-

The Institution ensures equity and broad access in admitting students from different socio-economic, cultural, and educational backgrounds. Our college provides value-based education at an affordable cost, specifically to rural and underprivileged students. There has been a significant increase in the number of OBC, minorities, and girl students over the past few years.

The college implements the prescribed curriculum to meet the global challenges through choice-based education system in which students have freedom to select courses of their choice. Apart from conventional lecture method, participatory learning, group discussion and individual interaction during tutorial and practical classes are conducted to justify the needs of the bright learners and underachievers. Special measures are sincerely taken to improve the performance of the slow learners.

Over the past few years, college has taken initiatives to enrich the curriculum by organizing seminars, workshops in different cross cutting issues including gender awareness, human rights, professional ethics, intellectual property rights, environment and sustainability. In addition, many departments organize add-on courses, field projects and projects on societal problems.

B. Scholarship and Financial Aid-

The college enjoys the advantages of a government institution in providing scholarships that are funded by the government, such as Kanyasree, Swami Vivekananda Merit cum Means, Aikyasree. Most of the enrolled students avail these scholarships. College conducts programmes to enhance the awareness about different scholarship schemes.

C. Community Engagement and Social Responsibility

The institute fosters students to develop a sense of empathy and social awareness through initiatives that connect students with the community. To enable students to participate independently in the decision-making process, a series of lectures, conferences and workshops are conducted to make them aware of their power, rights and duties. Most of the courses offer papers that contain gender components and through the pedagogy of gender sensitization it extends beyond the classroom to ensure gender equality. Different community outreach programmes such as awareness on eye donation, child marriage and child trafficking, election awareness, cybercrime awareness have been organized through the NSS Unit of College and local NGOs. Students were encouraged to organize campaigns in neighbourhood communities to address social issues. Students of the college from their sense of social awareness collected funds and distributed relief materials to the villages around Sundarbans after Cyclone Amphan.

D. Health and Wellbeing Initiatives-

The institute promotes a healthy lifestyle through awareness programmes and activities. Some notable activities include health check-up camps, Thalassaemia detection camp, COVID Vaccination camp, Yoga-karate training programmes. Students participated in the health check-up camp, Thalassaemia detection camps organized at the local adopted village 'Kathari'. A psychological counselling cell has been introduced in the college for the mental health benefit of students.

E. Skill Development Programs and career counselling-

College organizes different workshops and training sessions on soft skills as well as communicative skills and ICT skills to enhance employability. A number of career awareness camps were organized by Career Counselling and Placement Cell in collaboration with organizations like Anudip Foundation, Jio Associates, Employment Exchange (Basirhat), etc.

E. Environment sustainability and social perseverance-

Various programmes like tree plantation, water conservation awareness programmes and climate issues

are conducted to make students aware about the current environmental crises. Our NSS volunteers conduct rigorous campaigning on banning plastic bags to create 'Plastic free community' and organize Swacchta Programmes where a number of students willingly participated.

F. Cultural and Sports Activities-

Different cultural programmes and sports events are organized to promote a sense of belonging, community integration and to recognize and celebrate diversity through cultural festivals and events. Inclusiveness (cultural/gender/economic/social) is practised as part of all the college initiatives. Different events of National importance and diverse religious festivals are celebrated to inculcate tolerance of all faiths in extracurricular activities to foster teamwork, leadership, and creative thinking.

The whole administrative structure starting from the Officer-in-Charge, all the faculties and office staff work together to fulfil the comprehensive goal of growing young minds to well-balanced, responsible and mature citizens of our nation – all join hands with great sincerity to achieve their respective goals. A spirit of belongingness and warmth is fostered among the students, faculty and office staff; which is retained even after the students leave the institute. Many of our students are academically accomplished and are employed in reputed government as well as private organizations which is reflected in the list of noted alumni.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Recommendations of NAAC Peer Team, made during the first cycle of accreditation, were considered by the IQAC and the following initiatives were undertaken.

Recommendations	Action taken/Observations
Add-on/enrichment courses.	College has started offering several add-on courses to supplement the curriculum-based learning.
Industry, job oriented UG, PG programmes.	College lacks academic autonomy to initiate new programmes. However, it has organized several job-oriented seminar/workshop involving the industry.
Communication skill, computer literacy. Increased use of ICT.	College offers Certificate Course on 'Communicative English'. For Computer literacy, 'Basic Microsoft Excel Training Programme' and 'Workshop on Introductory MS Office' were conducted. ICT in teaching-learning-evaluation is employed through LMS, PG Examination system.
Language laboratory, innovation and incubation for entrepreneurship.	Space constraints have remained a challenge. Construction of new building will overcome this. Job-oriented seminars and entrepreneurship skill development programmes are conducted regularly.
Functional Boys' and Girls' Hostel.	Hostels were vacated during pandemic and are currently non-conducive for residence for lack of maintenance. Funds for renovation are applied and awaited.
Website to be developed.	Website is reorganized by introducing more academic information.
Computerization of office and library.	College has employed ERP system for digital management. Library is partially automated with KOHA-LMS version 23.11. with digital entry of 25,863 books.
Teachers to attend refresher/ orientation courses.	67 teachers have attended 81 Refresher/Orientation Course.
Remedial measures after obtaining self-appraisal.	The teachers are part of a service-cadre. A hierarchical system monitors self-appraisals.
Vacant sanctioned posts to be filled up.	22 posts were under 'Yet to Recruit' category as per the SSR of Cycle-1. Now it has come down to 09.
Teachers to seek more research grants.	Many teachers are involved in collaborative research works in national and international level.
Computer center to be strengthened.	Two computer laboratories developed for students from RUSA 2.0 grant.
More funds through Alumni Association.	Matters for funding are contingent upon the initiatives of alumni.

Functional MoUs with industry and academia be developed.	Several exchange programmes organized through 24 functional MoUs.
Solar panel to be installed.	On grid solar PV Power plant (10 KW) has been installed.

Concluding Remarks :

Every institution needs to undergo a journey for self-discovery, to understand its core competencies, its clientele and its peerage. We at Taki Government College have brought forth this self-study report after due diligence, intertwined with many deliberations and arguments over structures and processes. In the end, this represents a fulfilling and wholesome experience.

Let us take a moment to reflect that we as an institution had to recover from the untimely demise of our Principal due to Covid pandemic in June 2021. Voids in leadership positions during such testing times often prove detrimental. Yet the collective resolve of the stakeholders of the institution have restored normalcy. The merits of decentralization have been evident in the timely delivery of services on multiple fronts. The bitter lessons of the pandemic included planning and execution of a digital architecture that can absorb the uncertainty of lockdown, and we have succeeded there.

We have planned for fulfilling the recommendations of the NAAC Peer Team made in 2018 and have generally delivered on those. We have also carefully curated a structured introduction of NEP-2020. The demand pattern in admission bears testimony to our goodwill. Proactive measures to secure scholarships for most of our students have upheld our vision and mission. Certificate courses and focus on cross-cutting issues have led a pathway for holistic education.

We have introduced novel practices out of necessity, streamlined the existing mechanisms, crossed a few hurdles and even failed to overcome certain legacy issues. In the end, we have realized that an institution lives in a symbiotic relationship with its structures and surroundings. The accreditation process also represents a reflection of the times we live in. Tomorrow's citizens shall demand quality, consistency and innovation from us. Therefore, we must assess our capabilities and strive for capacity-building to become future-ready.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 5 Answer After DVV Verification :5</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>192</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>192</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	192	0	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	192	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
192	0	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
192	0	0	0	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 4202 Answer after DVV Verification: 2900</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered) Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
2989	2982	2394	2208	2175

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2989	2982	2394	2208	2175

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

Answer before DVV Verification:

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

2022-23	2021-22	2020-21	2019-20	2018-19
1407	1361	1123	1039	986

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1407	1361	1123	1039	986

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:

2022-23	2021-22	2020-21	2019-20	2018-19
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2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
94	94	94	97	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
93	93	93	95	95

Remark : DVV has updated the data as per the the clarification documents after excluding the

librarian

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:

2022-23	2021-22	2020-21	2019-20	2018-19
63	62	62	63	53

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62	62	62	61	51

Remark : Data updated as per supporting documents excluding the librarian.,

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)**

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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2.37790	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2.37790	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	3	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	32	15	10	007

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	15	05	02

Remark : DVV has updated the data for the journals included in the ugc care list and, updated the data as per the colander year.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	16	07	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	12	16	07	12

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

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

Answer before DVV Verification:

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

5	4	1	1	0
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	1	1	0

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

Answer before DVV Verification : 20

Answer After DVV Verification :20

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.37772	16.99618	93.23459	38.09994	48.86291

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5.37772	5.82376	83.82977	38.09994	48.86291

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

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

Answer before DVV Verification : 58

Answer after DVV Verification: 58

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19.59833	8.25816	30.01185	27.22844	39.40075

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.57	0	17.56	6.94	28.30

Remark : DVV has updated the data only for the repair and maintenance and AMC only

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5209	6029	4723	1884	868

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5209	6029	4723	1884	868

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
456	428	5	349	304

Answer After DVV Verification :

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

456	428	5	349	304
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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: B. 3 of the above

Remark : DVV updated as per supporting documents because sufficient documents are not provided that ensure Timely redressal of the grievances through appropriate committees

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
195	111	158	65	100

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
193	107	155	65	98

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	0	0

Remark : DVV updated the data after exclusion of admit card and higher education 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)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	14	9	16	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	9	7	8	10

6.2.2 Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	16	16	16	16

7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>6908</td> <td>6414</td> <td>5152</td> <td>5927</td> <td>5311</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>6908</td> <td>6414</td> <td>5152</td> <td>5927</td> <td>5311</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	6908	6414	5152	5927	5311	2022-23	2021-22	2020-21	2019-20	2018-19	6908	6414	5152	5927	5311
2022-23	2021-22	2020-21	2019-20	2018-19																	
6908	6414	5152	5927	5311																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
6908	6414	5152	5927	5311																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 105 Answer after DVV Verification : 101</p>																				
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

88	87	88	90	80
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Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
85	85	85	84	76

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31.89115	30.51771	128.94041	75.95714	96.00858

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6.94	5.82	101.39	45.03	77.16