



# **SELF STUDY REPORT**

**FOR**

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

**TARAKESWAR DEGREE COLLEGE**

TARAKESWAR DEGREE COLLEGE

712410

[www.tarakeswardegreecollege.org](http://www.tarakeswardegreecollege.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Established in 1986, Tarakeswar Degree College serves the educational needs of the Hooghly district, West Bengal. Recognizing the importance of higher education, the college's founders aimed to provide accessible and quality education, particularly for first-generation learners from rural backgrounds.

### Growth and Development

Through the dedication of its founders, faculty, and the local community, Tarakeswar Degree College has grown significantly. The college campus has expanded, and the course offerings have diversified to include undergraduate programs in Arts, Science, Commerce, and Management. The student body has flourished, exceeding 4,000 students.

### Facilities and Resources

Tarakeswar Degree College offers a supportive learning environment with well-equipped classrooms, laboratories, a library, a seminar hall, and recreational facilities. The college prioritizes sustainability initiatives with solar panels and a rainwater harvesting system. Additionally, the college promotes a safe and inclusive campus environment.

### Commitment to Social Responsibility

Tarakeswar Degree College is committed to social responsibility. The college actively discourages ragging and promotes a tobacco-free, plastic-free campus. The National Service Scheme (NSS) units contribute to the local community through extension work. The college fosters gender equality, inclusivity for students with disabilities, and interfaith harmony.

The college is committed to excellence in academics, student success, and community engagement, while also embracing innovation and social responsibility.

- **Academic Excellence:** Expanding course offerings, including new science honors programs and potential postgraduate programs.
- **Student Success:** Providing comprehensive support services to ensure students thrive academically, personally, and professionally.
- **National Education Policy (NEP) 2020:** Implementing NEP 2020 to promote lifelong learning opportunities and equitable, inclusive education.
- **Diversity and Inclusion:** Cultivating an inclusive campus environment that celebrates and respects diverse perspectives.
- **Research and Innovation:** Investing in research infrastructure, supporting faculty research initiatives, and fostering interdisciplinary collaboration.
- **Holistic Development:** Enhancing student well-being through the development of sports facilities and a focus on sustainability.
- **Technology Integration:** Preparing students for the digital age by integrating technology into teaching, research, and administration.

- **Alumni Engagement:** Building strong relationships with alumni through networking and professional development opportunities.
- **Financial Sustainability:** Ensuring long-term financial stability through sound financial management and strategic planning

## Vision

Tarakeswar Degree College envisions empowering minds and enriching lives through education that prepares students for today and tomorrow.

- **This vision emphasizes the importance of education that goes beyond memorization.** It aims to develop well-rounded individuals with strong thinking skills who can succeed in the ever-changing world.
- **The focus is on both academic knowledge and practical abilities.** Students will be equipped to not only understand information but also apply it in meaningful ways.
- **The vision statement highlights the ongoing nature of learning.** Education is seen as a lifelong journey, and the institution is committed to fostering a love of learning in its students.

## Mission

The wording of the college's mission statement reflects the initials of the college's name, viz.a viz.

**T** - Transform Teaching and Learning

**D** - Diversify Educational Access and Support

**C** - Cultivate Community and Industry Partnerships

We strive to continuously improve the educational experience by implementing innovative and effective teaching methods.

We are dedicated to ensuring equitable access to a high-quality education for all students

We foster collaborative partnerships with the community and industry to enrich the educational experience and prepare students for future success.

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

### Institutional Strength

Tarakeswar Degree College prides itself on a multitude of strengths that contribute to its esteemed reputation. These strengths are fundamental to the college's commitment to providing a comprehensive and high-quality education. Key strengths include:

1. **Diverse Academic Offerings:** Tarakeswar Degree College provides a wide range of subjects for students to select based on their preferences.
2. **Experienced Faculty:** Our qualified and experienced faculty members are pivotal to our academic environment, providing exceptional teaching and mentorship that enriches the educational experience of our students.
3. **Infrastructure:** We offer state-of-the-art infrastructure, including well-equipped classrooms, advanced laboratories, a comprehensive library, and various other facilities that create a conducive learning environment.
4. **Student Support Services:** The college provides a range of student support services, such as career guidance and academic assistance, designed to help students excel both academically and professionally.
5. **Extracurricular Activities:** Students have ample opportunities to engage in sports, cultural events, and various clubs, promoting holistic development and a well-rounded college experience.
6. **Community Engagement:** Tarakeswar Degree College is actively involved in the local community through outreach programs, social initiatives, and strategic partnerships, fostering a spirit of social responsibility and civic engagement.
7. **Placement and Career Services:** The college offers robust support for internships, placements, and career development, significantly enhancing the employability and professional readiness of our students.
8. **Location:** Strategically located, the college benefits from enhanced accessibility and exposure to valuable academic resources and industry collaborations, providing students with unique opportunities for growth and learning.

Together, these strengths underscore Tarakeswar Degree College's commitment to fostering an environment of academic excellence, comprehensive support, and community involvement, ensuring our students are well-prepared for future success.

## **Institutional Weakness**

### **Weakness**

1. **Financial Constraints:** The college faces limitations in funding, which restricts its ability to invest in critical areas such as infrastructure development, faculty training, and student support services. This financial limitation can result in inadequate facilities and resources, potentially impacting the quality of the learning experience.
2. **High Student-Teacher Ratio:** The institution experiences a high ratio of students to teachers, which can overextend faculty resources. This imbalance affects the ability to provide individualized attention, mentoring, and high-quality instruction, potentially hindering student learning outcomes and academic support.
3. **Limited Industry Exposure:** There is a need for increased industry interaction and opportunities for internships. The current lack of exposure to real-world market scenarios can limit students' practical knowledge and readiness for employment or further academic pursuits, affecting their competitiveness in the job market.

4. **Insufficient Research Funding:** The college struggles to secure adequate funding for research initiatives, which may impede academic growth and innovation. This limitation can affect the institution's ability to foster a research-centric culture and contribute to knowledge creation.

## Institutional Opportunity

### Opportunities

1. **Expansion of Academic Programs:** By introducing new and relevant academic programs that align with emerging fields and industry demands, the college can attract a diverse student population and enhance its educational offerings.
2. **Enhanced Faculty Development:** Investing in faculty training, professional development, and research grants can improve teaching quality, promote academic excellence, and foster a culture of innovation.
3. **Industry Partnerships and Internships:** Collaborating with local industries and businesses to offer internships, guest lectures, and industry-relevant projects can provide students with practical exposure, thereby enhancing their employability.
4. **International Collaboration:** Forming partnerships with foreign universities for student exchange programs, joint research projects, and faculty development can broaden students' perspectives and enhance the institution's academic credibility.
5. **Infrastructure and Technology Upgrade:** Investing in modern infrastructure, such as state-of-the-art laboratories, updated library resources, and enhanced IT facilities, can improve the overall learning environment and attract prospective students.
6. **Community Engagement:** Strengthening ties with the local community through outreach programs, social initiatives, and collaborative projects can enrich students' learning experiences and contribute positively to society.
7. **Online Education and Distance Learning:** Expanding online education offerings or hybrid learning models can cater to a wider audience, including working professionals and international students, thereby increasing enrollment and revenue streams.
8. **Student Support Services:** Enhancing counseling services, career guidance, and support for student entrepreneurship initiatives can improve retention rates, student satisfaction, and overall academic success.
9. **Research and Innovation:** Promoting a research-centric culture, securing research grants, and establishing research centers can contribute to academic prestige, knowledge creation, and the development of solutions to real-world problems.
10. **Implementation of NEP 2020:** The National Education Policy provides a framework for enhancing educational quality and inclusivity, allowing the college to innovate its curriculum and teaching methods.
11. **Alumni Engagement:** Leveraging the strong alumni network for mentorship, funding, and community outreach initiatives can provide valuable support and enhance the college's resources and reputation.

## Institutional Challenge

### CHALLENGES

1. **Financial Constraints:** Limited funding or financial resources can restrict the college's ability to invest in infrastructure development, faculty recruitment, student support services, and academic programs. This could lead to inadequate facilities, outdated resources, and a lack of competitive salaries for faculty and staff.
2. **Infrastructure Issues:** Inadequate facilities such as outdated classrooms, laboratories, libraries, and IT infrastructure can hinder effective teaching and learning experiences. This may impact student satisfaction and retention rates.
3. **Curriculum Relevance:** Keeping the curriculum updated and aligned with industry trends and educational standards can be challenging. A lack of flexibility in curriculum design may limit students' exposure to emerging fields and technologies.
4. **Market Competition:** Competing with other institutions for student enrollment, faculty talent, research grants, and industry partnerships can pose challenges, particularly if the college lacks unique offerings or a strong reputation.
5. **Student Retention and Progression:** Addressing the challenges of student dropout rates and ensuring successful transitions to higher education or employment.
6. **Balancing Academic Rigor with Social Initiatives:** Maintaining high academic standards while actively engaging in social responsibility programs can be resource-intensive.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Established in 1986 under the University of Burdwan, Tarakeswar Degree College offers undergraduate programs in arts, commerce, and science, adhering strictly to the university's prescribed syllabi. The institution emphasizes efficient curriculum delivery through systematic measures:

- At the outset of each academic session, a detailed teaching plan is distributed to students, outlining the syllabus coverage.
- A comprehensive academic plan is published in the college prospectus, providing students with information on rules, regulations, and facilities upon admission.
- An induction meeting at the start of the session acquaints students with the curriculum and evaluation processes, facilitated by departmental teachers.
- Departmental heads convene meetings to strategize syllabus distribution among faculty members.
- Both central and department-specific routines are disseminated to students well in advance to facilitate class schedule comprehension.
- Regular class tests assess student performance and understanding, with remedial classes organized for weaker students based on continuous assessments.
- The college organizes seminars, workshops, and special lectures to broaden students' exposure and knowledge base.
- Field tours and industrial visits are arranged to enhance practical learning opportunities.
- Students are encouraged to contribute to departmental wall magazines, fostering engagement with ongoing academic and contextual developments.
- The college library's resources are regularly updated to align with syllabus requirements, promoting knowledge enhancement among students.
- Departments conduct quizzical sessions, debates, and group discussions on pertinent topics to cultivate analytical and problem-solving skills.
- Well-equipped computer labs, Geography Labs, and science department laboratories support practical

learning alongside theoretical studies.

Tarakeswar Degree College maintains rigorous adherence to these measures to ensure a structured and effective educational environment, preparing students comprehensively for their academic and professional pursuits.

### **Teaching-learning and Evaluation**

Tarakeswar Degree College, operates as an esteemed affiliate of the University of Burdwan, offering undergraduate programs in arts, commerce, and science aligned with the university's curriculum guidelines. The institution meticulously follows evaluative norms set by the university to ensure academic integrity and coherence. Central to its operational efficiency is the adherence to a meticulously crafted academic calendar, synchronized with both the university's annual schedule and department-specific requirements. This calendar delineates class timetables, semester course plans, dates for internal examinations, tentative end-semester schedules, and departmental meeting timelines. This structured approach ensures equitable distribution of working days, teaching sessions, and holidays, maintaining uniformity across all affiliated institutions. Departments rigorously adhere to these calendars, overseeing syllabus completion well in advance of end-semester examinations through periodic departmental meetings. Continuous internal evaluation is facilitated through regular class tests and oral assessments, with attendance also factored into student performance evaluations. Beyond academic rigor, Tarakeswar Degree College integrates crosscutting issues such as professional ethics, gender sensitization, human values, and environmental sustainability into its curriculum. These are embedded across various disciplines to foster a holistic educational experience that nurtures compassionate, competent, and ethical individuals. Initiatives include seminars, workshops, and guest lectures on gender issues, human rights, and environmental stewardship, reinforcing theoretical learning with practical application. The college actively promotes environmental awareness through its comprehensive Environmental Studies curriculum and initiatives like the Bio-Diversity Club, promoting eco-friendly practices within its premises. It celebrates events like Earth Day and conducts educational tours to enhance student engagement with environmental conservation and sustainability. Tarakeswar Degree College views higher education as pivotal in fostering sustainable living and equitable social development. By instilling values of ethics, empathy, and environmental consciousness, the institution strives to mold responsible and capable individuals poised to contribute meaningfully to society. In conclusion, Tarakeswar Degree College stands committed to providing a transformative educational experience that not only enriches academic knowledge but also cultivates a sense of civic responsibility and ethical leadership among its students, preparing them to meet global challenges with integrity and resilience.

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

Despite limited UGC funding for research, the college supports faculty-driven initiatives, including the procurement of research books and essential instruments. Departments such as Mathematics, Physics, Bengali, English, and Philosophy have published well-researched articles and books, showcasing academic excellence. Collaborative efforts with the S N Bose National Centre for Basic Sciences, Kolkata, underscore the college's commitment to fostering scientific temperament through workshops and seminars.

Student engagement is pivotal, with regular departmental seminars encouraging public discourse and project-based learning in Environmental Studies and other disciplines. The college's three NSS units actively contribute to community development, exemplified during the pandemic by mask distribution and awareness campaigns in adopted villages. Additionally, rallies on AIDS awareness, environmental issues, and social causes reflect the institution's social responsibility.

In response to the COVID-19 crisis, the college organized vaccination camps for students and staff, reinforcing its commitment to community welfare. Financial support extended to National Athlete Bulti Roy and recognition through awards for sports, cultural activities, and extension initiatives highlight the college's holistic approach to education.

Tarakeswar Degree College continues to excel in extracurricular activities, earning accolades and government awards, including the prestigious Kanyashree Award from the West Bengal Government. Through its multifaceted initiatives, the college not only enriches academic pursuits but also champions social responsibility and community engagement, making a significant impact locally and beyond.

### **Infrastructure and Learning Resources**

Tarakeswar Degree College has continually invested in upgrading its infrastructure to meet the evolving needs of its students and enhance the teaching-learning environment. Spanning 3.94 acres, the college offers 19 undergraduate courses and 1 self-financing course, managed under the oversight of its Finance Committee to ensure systematic infrastructure development. All construction and renovation projects undergo rigorous approval processes by the Governing Body, adhering to college policies.

The college prioritizes maintaining optimal teaching-learning conditions through well-planned allocation and utilization of physical resources across departments. It boasts 58 spacious classrooms, including 16 equipped with projectors and whiteboards, facilitating modern instructional techniques. Each faculty member enjoys a dedicated staffroom with individual desks, lockers, and storage facilities. Additionally, departmental teachers' rooms foster seamless departmental meetings and curriculum-related discussions.

State-of-the-art facilities include an air-conditioned seminar hall equipped for both online and offline activities, accommodating 100 participants with a robust sound system. A common computer room supports administrative tasks and academic activities, providing internet connectivity and necessary hardware for departmental operations and university portal updates.

IT infrastructure enhancements include LCD projectors and campus-wide Wi-Fi, promoting digital learning and administrative efficiency. Laboratories for science departments, computer labs for specialized courses, and department-specific IT resources ensure comprehensive practical learning experiences aligned with curricular demands.

Tarakeswar Degree College embraces eco-friendly initiatives such as a 30-kilowatt solar power system, LED lighting, rainwater harvesting, and a plastic-free campus campaign. These efforts reflect the institution's commitment to sustainability and environmental stewardship.

Cultural and sports facilities enrich student life, with a dedicated music department, composite playground,



gymnasium, and fitness center managed by the Physical Education Department. The college hosts annual sports events, cultural programs, and intra-collegiate competitions, encouraging holistic student development beyond academics. The central library serves as a hub for academic resources, housing over 24,000 books, e-resources, and journals. Fully automated since 2011 using KOHA software, the library offers open access to stacks, reading spaces for 50 students, and CCTV surveillance for security. It supports faculty research and student learning through digital access and a comprehensive collection procurement process guided by departmental requisitions and committee approvals.

### **Student Support and Progression**

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

Tarakeswar Degree College stands as a beacon of education and values, strategically positioned to provide holistic education to students from diverse backgrounds. Aligned with the statutes of Burdwan University, guidelines of the National Assessment & Accreditation Council, and regulations of the University Grants Commission, the college is committed to excellence in education and institutional governance.

The college operates under a robust three-tier governance structure to effectively manage policies, implementation, and operational activities. At the apex level, the Governing Body, comprising stakeholders from various domains, formulates overarching policies aligned with the college's mission and vision. It convenes regularly to set strategic goals and ensure institutional development. The head of the institution oversees the execution of policies adopted by the Governing Body and statutory bodies. This includes adherence to university regulations, governmental mandates, and UGC guidelines with meticulous attention to administrative responsibilities, ensuring smooth operational management. Operating at the operational level are the Teacher's Council, Internal Quality Assurance Cell (IQAC), and numerous committees. These entities collaborate closely with the Principal to facilitate academic, financial, and ancillary activities. Committees such as the Finance Committee and Purchase Committee contribute decisively to financial decision-making, optimizing resource allocation and leveraging economies of scale.

The institution embraces decentralized and participative management practices under the leadership of the Principal. Committees, formed in consultation with the Teacher's Council, decentralize responsibilities. For instance, the Routine Committee ensures timely preparation of class schedules, while the Admission Committee upholds transparency in the admission process, adhering to university norms.

Various committees, including the Examination Committee, Career Counseling Cell, and Grievance Redressal Cell, play pivotal roles in operational efficiency and student welfare. These bodies support academic integrity, career guidance, and student support services, enriching the overall student experience at Tarakeswar Degree College. The Institutional Quality Assurance Cell, Anti-ragging Cell, and Internal Complaints Committee uphold institutional integrity and student well-being following UGC guidelines.

Tarakeswar Degree College's governance structure prioritizes educational excellence. Their collaborative approach and commitment to regulatory compliance foster a student-centered learning environment. This focus on quality education positions the college to develop future leaders and contribute meaningfully to society.

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

At Tarakeswar Degree College, fostering a safe and inclusive environment free from discrimination and violence against women is a cornerstone of its commitment to gender equality. The institution has implemented several proactive measures to ensure gender equity and create awareness among students and staff.

The college has established a Women's Cell, Internal Complaints Committee (ICC), and a Grievance Redressal Cell to address gender-related issues promptly and sensitively. These bodies are instrumental in raising awareness about gender equality and empowering women within the campus community. Faculty members provide counseling and support to students facing challenges, emphasizing a supportive environment for all. Special provisions such as separate toilets and a girls' common room cater specifically to the needs of female students and staff, ensuring their comfort and safety on campus. These amenities contribute to a conducive learning and working environment that prioritizes gender inclusivity.

The Women Cell actively promotes gender sensitization through workshops, seminars, and awareness programs. Recently, the Internal Quality Assurance Cell (IQAC) organized a seminar on Safety and Security, featuring insights from local law enforcement to educate students about personal safety measures.

In addition to its commitment to gender equality, the College is dedicated to environmental sustainability. The campus has been declared plastic and tobacco-free, with initiatives like solar panel installations, promoting cycling and walking, and conservation of water and electricity. The NSS, NCC, and Biodiversity Club actively engage in maintaining an eco-friendly environment through initiatives like a medicinal garden and regular plantation drives.

The college's extension activities extend beyond campus boundaries to impact local communities positively. Programs conducted by NSS units raise awareness on critical social and health issues such as thalassemia and AIDS in nearby villages. These efforts underscore the institution's role in societal well-being and community development.

Tarakeswar Degree College prioritizes both academic excellence and social responsibility. They take action to support gender equality and environmental sustainability through educational programs and initiatives. The college works to create a safe and inclusive learning environment that prepares students to be responsible global citizens. Their focus on these issues shows their commitment to a well-rounded education and a better future.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	TARAKESWAR DEGREE COLLEGE
Address	Tarakeswar Degree College
City	Tarakeswar
State	West Bengal
Pin	712410
Website	<a href="http://www.tarakeswardegreecollege.org">www.tarakeswardegreecollege.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Arundhati Moulik Ray	03212-297176	9830860990	-	info@tarakeswardegreecollege.org
IQAC / CIQA coordinator	Arpan Manna	-	8436994642	-	tdciqac@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

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	University of Burdwan	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-01-1991	<a href="#">View Document</a>
12B of UGC	24-01-1991	<a href="#">View Document</a>

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Tarakeswar Degree College	Semi-urban	4.03248	3433.5

## 2.2 ACADEMIC INFORMATION

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

Self Study Report of TARAKESWAR DEGREE COLLEGE

UG	BA,English, Honours	36	HS or Equivalent	English	81	0
UG	BA,Bengali, Honours	36	HS or Equivalent	Bengali	81	0
UG	BA,History, Honours	36	HS or Equivalent	Bengali	81	0
UG	BA,Philosophy, Honours	36	HS or Equivalent	Bengali	56	0
UG	BA,Sociology, Honours	36	HS or Equivalent	Bengali	81	0
UG	BA,Music, Honours	36	HS or Equivalent	Bengali	33	0
UG	BA,Sanskrit, Honours	36	HS or Equivalent	Bengali,Sanskrit	46	0
UG	BSc,Chemistry, Honours	36	HS or Equivalent	Bengali	15	0
UG	BSc,Computer Science, Honours	36	HS or Equivalent	Bengali	32	0
UG	BBA,Bba, Honours	48	HS or Equivalent	Bengali	72	27
UG	BCom,Accountancy, Honours	36	HS or Equivalent	English,Bengali	90	0
UG	BA,Geography, Honours	36	HS or Equivalent	Bengali	37	0
UG	BA,Bachelor Of Arts,General	36	HS or Equivalent	Bengali	1310	0
UG	BSc,Bachelor Of Science, General	36	HS or Equivalent	Bengali	130	0
UG	BCom,Bachelor Of Commerce, General	36	HS or Equivalent	English,Bengali	167	0
UG	BA,Four Year Major,Bengali	48	HS or Equivalent	Bengali	627	382

	li English History Sanskrit Music Sociology Geography Philosophy Physical Education					
UG	BCom,Four Year Mojar, Accountancy	48	UG	HS or Equivalent	English,Beng ali	111 60
UG	BSc,Four Year Mojar, Chemistry Computer Science	48	UG	HS or Equivalent	English,Beng ali	58 16
UG	BA,Three Year Major,E nglishBengal iSanskritPhil osophyMusic SociologyGe ographyPoliti calScienceEc onomicsHist oryPhyEduca tion	36	UG	HS or Equivalent	Bengali	1580 1015
UG	BSc,Three Year Major,Botan y Zoology Physics Mathematics Chemistry Computer Science	36	UG	HS or Equivalent	Bengali	157 40
UG	BCom,Three Year Major, Accountancy	36	UG	HS or Equivalent	English,Beng ali	201 28

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

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				5				21			
Recruited	0	0	0	0	2	3	0	5	12	8	0	20
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				27
Recruited	19	4	0	23
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0



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

**Qualification Details of the Teaching Staff**

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	445	0	0	0	445
	Female	1123	0	0	0	1123
	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	143	167	148	151
	Female	220	254	200	218
	Others	0	0	0	0
ST	Male	23	36	33	26
	Female	29	54	33	32
	Others	0	0	0	0
OBC	Male	104	97	105	94
	Female	184	209	162	150
	Others	0	0	0	0
General	Male	426	341	405	398
	Female	658	701	683	693
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1787	1859	1769	1762

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP) 2020 emphasizes a shift towards multidisciplinary and interdisciplinary learning. This means moving beyond traditional silos of knowledge and
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	<p>encouraging students to explore connections between different subjects. The institution is adapting and preparing for this change: Curriculum Redesign: Institutions are revising curriculums to include courses that integrate concepts from various disciplines. This could involve project-based learning where students tackle real-world problems requiring knowledge from different fields. Faculty Development: Training programs are equipping faculty with skills to collaborate across disciplines and develop interdisciplinary courses. This fosters a culture of knowledge exchange and breaks down disciplinary barriers. Open Electives: The NEP promotes open electives, allowing students to choose courses from departments outside their major. This broadens their understanding and exposes them to diverse perspectives. Minor Degrees &amp; Dual Majors: Offering minor degrees or dual major options fosters deeper exploration of interdisciplinary fields. Students can combine subjects like Environmental Science with Economics or Psychology with Literature. Revamping Infrastructure: Creating dedicated interdisciplinary centres or learning spaces encourages collaboration and interaction between faculty and students from different disciplines. These initiatives require continuous effort, but they hold immense potential. By embracing interdisciplinarity, institutions can prepare students to become well-rounded graduates with the critical thinking and problem-solving skills needed to succeed in a complex world.</p>
2. Academic bank of credits (ABC):	<p>The concept of the Academic Bank of Credits (ABC) represents a transformative approach to higher education, focusing on student-centered learning and flexibility in academic pursuits. Institutions embracing ABC are strategically preparing themselves to adapt to the evolving needs of students and the educational landscape. Key Elements of Institutional Preparedness: Curricular Flexibility: Institutions implementing ABC are ready to offer a more flexible curriculum. This includes modular courses, interdisciplinary studies, and credit transfer mechanisms that allow students to customize their learning paths according to their interests and career aspirations. Administrative Infrastructure: ABC requires a robust administrative infrastructure capable of managing credit accumulation, transfer, and</p>

	<p>validation processes efficiently. Institutions invest in technology and administrative systems that support seamless operations of the credit bank, ensuring transparency and reliability. Faculty Development: Faculty members are pivotal in the ABC framework as they guide and mentor students through their academic journeys. Institutions focus on faculty development programs that enhance their understanding of competency-based education, assessment methodologies, and interdisciplinary teaching approaches. Student Support Services: With ABC, institutions prioritize enhancing student support services. This includes academic advising, career counseling, and guidance on credit accumulation strategies. Students receive comprehensive assistance in navigating the credit transfer process and planning their academic trajectories. Quality Assurance: Institutions uphold rigorous quality assurance measures to maintain academic standards within the ABC framework. They establish clear criteria for credit recognition, assessment, and validation, ensuring that transferred credits meet the requisite learning outcomes and standards. Stakeholder Engagement: Successful implementation of ABC necessitates collaboration with various stakeholders including accrediting bodies, employers, and other educational institutions. Institutions engage stakeholders in discussions to align credit recognition practices and ensure the portability and value of credits earned. Promotion of Innovation: ABC encourages institutions to foster a culture of innovation in teaching and learning. Institutions explore new pedagogical methods, educational technologies, and assessment practices that enhance the effectiveness and relevance of the educational experience within the credit-based system. Institutional preparedness concerning the Academic Bank of Credits (ABC) involves a proactive approach to restructuring educational practices. By embracing flexibility, enhancing administrative capabilities, supporting faculty development, and prioritizing student services, institutions position themselves at the forefront of educational innovation, poised to meet the diverse needs of modern learners effectively.</p>
3. Skill development:	Equipping Graduates with In-Demand Skills The National Education Policy (NEP) 2020 emphasizes a

	<p>paradigm shift towards holistic student development, with a specific focus on equipping graduates with the necessary skills to thrive in the dynamic professional landscape. Institutions across India are actively preparing to meet this objective through a range of strategic initiatives. Enhanced Skill Development Programs: The NEP encourages institutions to develop and integrate dedicated skill development courses into various programs. These can encompass soft skills like teamwork and problem-solving, life skills like financial literacy and time management, or industry-specific technical skills tailored to regional needs and current job market demands. Strengthened Industry Collaboration: To bridge the gap between theoretical knowledge and practical application, institutions are forging closer ties with industry partners. This collaboration facilitates the development of vocational training programs and apprenticeship opportunities, providing students with invaluable hands-on experience and industry-relevant skills. Revamped Assessment Strategies: Moving beyond traditional examinations, the NEP advocates for skill-based assessments that evaluate the practical application of knowledge. This shift ensures graduates are not just knowledgeable but also demonstrably competent in their chosen field, enhancing their employability. Robust Career Guidance and Placement Support: Strengthening career counseling and placement cells plays a vital role. These services can assist students in identifying their skill sets, exploring diverse career options aligned with their interests and aptitudes, and connecting them with potential employers. Implementing these comprehensive changes necessitates close collaboration between institutions, industry stakeholders, and government agencies. However, the potential benefits are undeniable. By prioritizing skill development, the NEP aims to create a more robust and responsive education system, one that equips graduates with the in-demand skills needed to succeed in today's competitive and ever-evolving job market.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In recent years, there has been a growing recognition of the importance of integrating India's rich knowledge systems, languages, and cultural perspectives into mainstream education. This integration not only preserves and promotes</p>

indigenous knowledge but also enriches the educational experience for students. Institutions that are prepared to effectively integrate Indian knowledge systems demonstrate a commitment to holistic education and cultural diversity. The Institutional Preparedness incorporates the following:

**Curriculum Development:** Institutions prepared for integrating Indian knowledge systems develop curricula that incorporate traditional knowledge, philosophies, and practices. This includes offering courses in Indian languages, history, arts, sciences, and literature, providing students with a comprehensive understanding of India's diverse cultural heritage.

**Faculty Training and Development:** Faculty members play a crucial role in imparting knowledge related to Indian systems. Institutions invest in faculty training programs focused on Indian languages, culture, and traditions, enabling educators to effectively teach and mentor students in these areas.

**Infrastructure and Resources:** To support the integration of Indian knowledge systems, institutions ensure access to relevant resources such as libraries stocked with Indian literature, historical texts, and research materials. They also leverage technology to offer online courses and digital resources that facilitate learning in Indian languages and cultural studies.

**Multilingual Education:** Institutions promote multilingual education by offering courses and academic content in Indian languages alongside English. This approach not only enhances language proficiency but also facilitates deeper engagement with indigenous knowledge systems embedded in regional languages.

**Cultural Activities and Events:** Institutions organize cultural festivals, seminars, workshops, and exhibitions that celebrate Indian traditions, arts, and heritage. These activities provide students with opportunities to actively participate in and learn from diverse cultural experiences.

**Collaboration and Partnerships:** Engaging with indigenous communities, cultural organizations, and experts in Indian knowledge systems strengthens institutional preparedness. Collaborative efforts foster mutual learning, research partnerships, and the preservation of traditional knowledge practices.

**Online Course Offerings:** Embracing digital platforms, institutions offer online courses that focus on Indian knowledge systems. These courses provide flexibility for students to access content from

	<p>anywhere, promoting wider dissemination and preservation of Indian cultural knowledge. Institutional preparedness for integrating Indian knowledge systems involves a holistic approach that encompasses curriculum development, faculty training, infrastructure enhancement, and cultural engagement. By embracing India's diverse linguistic and cultural heritage, institutions not only enrich the educational experience but also contribute to preserving and promoting indigenous knowledge for future generations.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The National Education Policy (NEP) 2020 has ushered in a transformative era for Indian education, prioritizing a shift towards Outcome-Based Education (OBE). This student-centric approach necessitates a paradigm change within institutions, demanding robust preparations to ensure its successful implementation. Curriculum Restructuring: A cornerstone of institutional preparedness lies in curriculum restructuring. Well-defined learning outcomes are being established at both program and course levels. These outcomes explicitly articulate the knowledge, skills, and attitudes students are expected to acquire upon completion of their studies. Alignment and Mapping: To ensure assessments accurately gauge student progress toward achieving the defined outcomes, institutions are undertaking a meticulous process of alignment and mapping. This involves the development of rubrics that delineate mastery levels for various learning outcomes. Pedagogical Transformation: Traditional, lecture-based methodologies are undergoing a necessary evolution. Institutions are embracing a repertoire of engaging and interactive teaching strategies. Flipped classrooms, simulations, problem-based learning, and collaborative projects are finding their way into classrooms, fostering a more dynamic learning environment. Assessment Diversification: Rote memorization and standardized tests are no longer the sole arbiters of student learning. The focus is shifting towards a diversified assessment landscape. Institutions are incorporating a range of assessments that evaluate a student's ability to apply knowledge, solve problems, and demonstrate critical thinking skills. This holistic approach provides a more accurate picture of student progress and mastery.</p>



	<p>Feedback and Continuous Improvement: OBE emphasizes the importance of providing students with timely and constructive feedback throughout their learning journey. This feedback loop allows for adjustments to teaching methods and facilitates the continuous improvement of both curriculum and instruction. Implementing OBE necessitates a long-term commitment from institutions, faculty, and students alike. However, the potential benefits are undeniable. By aligning education with clearly defined learning outcomes, institutions can ensure their graduates possess the necessary skills and knowledge to thrive in their chosen fields. This shift fosters a more meaningful and relevant educational experience for students, ultimately leading to a more prepared workforce for the future.</p>
6. Distance education/online education:	<p>In response to the evolving landscape of education, institutions worldwide are increasingly embracing distance education and online learning as viable alternatives to traditional classroom-based instruction. Institutional preparedness in this context involves strategic planning, infrastructure development, faculty training, and student support mechanisms tailored to meet the unique demands and opportunities of distance education.</p> <p><b>Key Elements of Institutional Preparedness:</b></p> <p><b>Technology Infrastructure:</b> Institutions invest in robust technology infrastructure including learning management systems (LMS), video conferencing tools, and digital content repositories. This infrastructure supports the seamless delivery of online courses, interactive learning experiences, and efficient communication channels between students and educators.</p> <p><b>Faculty Training and Support:</b> Recognizing the unique pedagogical approaches required for effective online teaching, institutions prioritize faculty training programs. These programs focus on instructional design, online assessment methods, technology utilization, and fostering online learning communities. Ongoing support ensures faculty are equipped to deliver engaging and effective online instruction.</p> <p><b>Student Support Services:</b> To enhance student success and retention in online programs, institutions establish comprehensive student support services. These include virtual advising, technical support, online tutoring, counseling services, and resources for time management and study skills.</p>

Accessible and responsive support systems contribute to a positive learning experience for online learners.

**Quality Assurance and Accreditation:** Institutions adhere to rigorous quality assurance standards in online education. This includes compliance with accreditation requirements, alignment of online courses with academic standards, regular assessment of learning outcomes, and feedback mechanisms for continuous improvement.

**Accessibility and Inclusivity:** Prepared institutions prioritize accessibility and inclusivity in online education. They ensure that online platforms and learning materials are accessible to students with diverse learning needs and backgrounds. Measures such as captioning, screen reader compatibility, and flexible course formats accommodate varied learning preferences and disabilities.

**Scalability and Flexibility:** Institutions anticipate scalability and flexibility in online education offerings to accommodate growing demand and changing educational trends. They explore partnerships with industry, international collaborations, and innovative program structures to expand access to quality education globally.

In conclusion, institutional preparedness for distance education and online learning requires proactive planning, investment in technology and infrastructure, faculty development, robust support services, and a commitment to maintaining high academic standards. Institutions that effectively integrate these elements create dynamic learning environments that empower students to succeed in an increasingly digital and interconnected world.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4511	4446	4353	3861	4227
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 29

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	25	24	22	21

### 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
152.37	220.62	204.78	249.00	161.26
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Tarakeswar Degree College, established on September 5th, 1986, operates as an esteemed affiliated institution under the University of Burdwan, offering undergraduate programs in arts, commerce, and science. Committed to delivering high-quality education, the college meticulously adheres to the prescribed syllabus and guidelines set forth by the university to ensure comprehensive academic development and student welfare. To facilitate effective curriculum delivery, the college implements several structured mechanisms: At the commencement of each academic session, students are provided with a detailed teaching plan outlining the syllabus coverage. This plan is systematically communicated through a comprehensive academic prospectus distributed to students upon admission. The prospectus serves as a repository of essential information encompassing rules, regulations, codes of conduct, and available facilities. An induction meeting is organized at the outset of the session, where departmental teachers acquaint students with the curriculum modules and evaluation processes. Furthermore, departmental heads convene meetings to strategize syllabus distribution among faculty members, ensuring cohesive delivery and alignment with educational objectives. A centralized and departmental routine is circulated well in advance to facilitate student preparation and schedule management. Regular class tests and assessments are conducted to gauge student understanding and performance, with remedial classes arranged for weaker students to provide additional support and encouragement. To enrich students' learning experiences, the college hosts seminars, workshops, and special lectures, enhancing their exposure and knowledge base. Field tours and industrial visits are organized to provide practical insights and real-world applications, complementing theoretical education. Student engagement is fostered through activities such as wall magazine publications under faculty guidance, promoting creativity and involvement in current affairs. The college library is consistently updated to align with syllabus requirements, encouraging students to utilize resources for academic enrichment. Academic governance at Tarakeswar Degree College operates within a structured academic calendar that encompasses Continuous Internal Evaluation (CIE). This calendar integrates university-mandated evaluative norms, ensuring uniformity with affiliated institutions. It delineates teaching days, holidays, and administrative obligations, synchronized with the university's academic schedule. Each department formulates its academic calendar detailing class timetables, course plans, internal examination dates, and tentative semester conclusions. Departmental heads oversee adherence to these schedules through regular meetings, ensuring timely syllabus completion and effective learning outcomes. Continuous Internal Evaluation involves periodic class tests and oral assessments, integrating student attendance and performance metrics to inform academic progress. This systematic approach fosters a conducive learning environment, nurturing holistic development and academic excellence among students. In conclusion, Tarakeswar Degree College upholds rigorous academic standards and administrative practices to cultivate well-rounded graduates equipped with the knowledge, skills, and ethical values necessary for professional success and societal contribution.

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 23

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

### 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:** 9

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
395	517	265	402	346

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

Tarakeswar Degree College, an affiliated institution of The University of Burdwan, places a strong emphasis on the holistic development of undergraduate students by integrating social and moral values into its curriculum. Beginning with early childhood and continuing through the undergraduate level, the college ensures that students receive comprehensive nourishment and development in areas such as human values, professional ethics, gender issues, and environmental sustainability.

The college adheres rigorously to the prescribed syllabus and guidelines set by The University of Burdwan, which provide ample scope for inculcating these values. Faculty members, as knowledge-givers, not only disseminate these issues through the curriculum but also embody them in their own work culture, ethics, and lifestyle. They integrate important social issues into their teaching across subjects wherever feasible within the syllabus.

In addressing gender issues, the college offers specific courses such as Women's Writing in BA English Honours, Gender Sensitization in B.A. Political Science General, and Women Entrepreneurship in B.Com, fostering awareness and understanding through academic study. Beyond the curriculum, the college organizes seminars, workshops, and lectures delivered by experts to further educate students on gender-related topics, exemplifying its commitment to comprehensive education.

Human values are promoted through a curriculum that includes topics like Human Rights Education, Indian Political Thoughts, and Philosophy of Human Rights, aligning with the CBCS curriculum and National Education Policy. Additionally, the college observes significant national days and events that emphasize values such as Republic Day, Independence Day, and the birthdays of Netaji Subhash Chandra Bose and Swami Vivekananda.

Professional ethics form a cornerstone of the college's educational philosophy, enforced through a stringent code of conduct that includes guidelines on attire, behavior, attendance, and respect for all religions. Courses such as Soft Skills in BA English underscore the importance of ethical behavior in professional settings, preparing students for future careers.

Environmental sustainability is another crucial focus, integrated into the curriculum through compulsory Environmental Studies courses and departmental initiatives. The college hosts a Bio-Diversity Club and conducts programs promoting plastic-free and eco-friendly practices. Departments like Geography, Physics, and Botany actively educate students on renewable energy, biodiversity conservation, and

environmental stewardship through both theoretical study and practical engagement.

In summary, Tarakeswar Degree College views higher education as pivotal not only for academic knowledge but also for cultivating responsible, compassionate, ethical, and environmentally conscious individuals. By integrating these values into its curriculum and extracurricular activities, the college aims to prepare students to contribute positively to society and address global challenges effectively, ensuring holistic development and societal impact.

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

### 1.3.2

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

**Response:** 11.84

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

Response: 534

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

## 1.4 Feedback System

### 1.4.1

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

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



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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 77.43

##### 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
1779	1860	1763	1738	1561

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

2022-23	2021-22	2020-21	2019-20	2018-19
2300	2300	2300	2272	2065

#### 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:** 59.43

##### 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
688	767	653	659	572

### 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
1150	1150	1150	1136	1032

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 187.96

## 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:**

Before the COVID-19 pandemic, our college predominantly adhered to teacher-centric teaching-learning methods. However, the post-COVID period has witnessed a significant shift towards learner-centric methodologies. This transition aims to enhance student engagement and learning outcomes by leveraging Information and Communication Technology (ICT) tools in innovative ways. The college has progressively adopted student-centered approaches that encompass experiential learning, collaborative learning, and problem-solving strategies.

Experiential learning, a core component of the new approach, involves students actively participating in experiences that relate to real-world scenarios. This hands-on approach helps students to better understand and retain concepts by applying them in practical contexts. For instance, students might be asked to develop a visual representation, such as a flow chart, to illustrate the interrelationships among various concepts within a subject. This method not only reinforces their understanding but also enhances their ability to think critically and solve problems creatively.

Participative learning is another key strategy that has been integrated into our teaching methods. This approach emphasizes collaborative learning, where students work together in groups to solve complex, multifaceted problems. Faculty members encourage peer-to-peer interactions, promoting a deeper understanding of the material through discussion and teamwork. This collaborative environment also helps students develop essential soft skills, such as communication, teamwork, and leadership, which are crucial for their future careers.

Problem-solving methodologies have been incorporated to further enhance the learning experience. Students are frequently tasked with addressing open-ended questions related to the topics being taught. These questions require students to reflect on the most significant concepts they have learned or identify areas that still lack clarity. Typically administered at the conclusion of a class, these questions not only promote critical thinking but also provide immediate feedback to instructors on the effectiveness of their teaching.

ICT tools play a pivotal role in facilitating these student-centric methods. Online platforms and digital resources enable students to conduct thorough research and acquire essential background knowledge required for their courses. These tools also support the creation and sharing of visual aids, such as flow charts and diagrams, which help in visualizing complex concepts. Additionally, ICT tools enhance collaborative learning by providing platforms for group discussions, project management, and peer reviews.

In conclusion, the shift from teacher-centric to learner-centric methods in our college has significantly enhanced the learning experiences of students. By integrating experiential learning, participative learning, and problem-solving methodologies with ICT tools, we have created an engaging and effective educational environment. This progressive approach not only improves students' understanding and retention of concepts but also equips them with the skills necessary for their academic and professional success.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 96.67

#### 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
24	24	24	24	24

#### 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:** 89.66

#### 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
24	23	22	19	16

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

## 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:**

Tarakeswar Degree College has implemented a meticulously designed system for continuous internal and external evaluation, ensuring transparency and efficiency in the grievance redressal process. This robust mechanism aligns with the guidelines set by the University of Burdwan, specifically adhering to the Choice Based Credit System (CBCS) semester structure.

The internal evaluation process at Tarakeswar Degree College is structured to provide a comprehensive assessment of students' academic performance throughout the semester. According to the CBCS guidelines, each paper is allocated 15 marks for internal evaluation. Of these, 10 marks are dedicated to internal exams, tutorials, or classroom assessments, while the remaining 5 marks are allocated based on regular attendance. This balanced distribution ensures that students are continuously engaged and assessed on various fronts.

Internal exams are a critical component of the assessment process for both General Courses and Honors Courses. These exams are conducted by the respective departments and occur twice per semester, providing students with multiple opportunities to demonstrate their understanding and progress. In addition to these scheduled exams, there are occasional assessments conducted during regular classroom sessions. These assessments, which can take the form of quizzes, presentations, or short tests, help in maintaining a consistent check on students' academic development.

Moreover, the college has implemented tutorial and remedial exams within the mentor-mentee framework. These sessions are designed to provide additional support to students, addressing individual academic challenges and reinforcing learning outcomes. Some departments have also introduced student seminars as a form of assessment, encouraging students to engage in research and presentation activities. This multifaceted approach to assessment ensures that continuous evaluation occurs throughout the academic year, fostering an environment of constant learning and improvement.

The external assessment mechanism is equally robust, adhering to the evaluation process set by the

University of Burdwan. External exams are conducted at the end of each semester, and the results are meticulously recorded and communicated to the students. The transparency of this process is maintained through a systematic approach where students can review their evaluated papers and seek clarifications if needed.

In terms of grievance redressal, Tarakeswar Degree College has established a time-bound and efficient system. Students can submit their grievances regarding the examination process through a formal channel, and these grievances are addressed promptly by the examination committee. This committee is responsible for investigating the issues raised, ensuring fair and unbiased resolution. The college's commitment to transparency is reflected in its open communication with students, keeping them informed about the status and outcome of their grievances.

Overall, the mechanism of internal and external assessment at Tarakeswar Degree College is designed to be transparent and student-centric. By combining continuous evaluation with a robust grievance redressal system, the college ensures that the assessment process is fair, comprehensive, and conducive to academic excellence. This approach not only supports students' academic growth but also instills confidence in the integrity of the college's evaluation system.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

At Tarakeswar Degree College, the authority and Departmental Heads of Departments (HODs) ensure that the Programme Outcomes (POs) and Course Outcomes (COs) for all programmes offered by the institution are clearly stated and displayed on the college website. This initiative aims to provide transparency and clarity regarding the educational objectives and expected achievements of each programme.

The POs and COs are meticulously crafted by each department to reflect the core competencies and knowledge that students are expected to acquire upon completing their studies. These outcomes are not only displayed on the college website but also actively communicated to both teachers and students. This ensures that everyone involved is aware of the educational goals and can work collaboratively towards achieving them.

Each department is responsible for framing the outcomes, ensuring they are aligned with the overall

academic goals of the institution and the specific needs of their disciplines. Departments periodically analyze these outcomes to ensure they remain relevant and effective. This analysis involves reviewing the outcomes in light of current academic standards, industry requirements, and feedback from stakeholders, including students and faculty members.

During the teaching process, every department strives to address the outlined outcomes. Faculty members design their lesson plans, assignments, and assessments to align with the POs and COs, ensuring that the intended learning objectives are met. This alignment helps in maintaining a focused and coherent teaching approach, which is critical for achieving the desired educational outcomes.

Additionally, departments regularly create action taken reports to document the steps they have taken to address and achieve the POs and COs. These reports provide a detailed account of the strategies implemented, challenges encountered, and measures adopted to overcome these challenges. This process not only helps in maintaining accountability but also provides a framework for continuous improvement.

The POs and COs, along with the action taken reports, are uploaded on the college website. This transparency allows students, parents, and other stakeholders to access and understand the educational objectives and progress of each programme. The online availability of these documents ensures that the information is easily accessible to all interested parties, promoting an open and accountable academic environment.

To view the Programme and Course outcomes for all programmes offered by Tarakeswar Degree College, please visit the website of the college.

In conclusion, Tarakeswar Degree College's commitment to clearly stating and displaying Programme Outcomes and Course Outcomes exemplifies its dedication to transparency and quality education. By actively communicating these outcomes and regularly reviewing and updating them, the college ensures that its educational programmes remain relevant, effective, and aligned with the highest academic standards. This structured approach not only enhances the learning experience for students but also fosters a culture of continuous improvement and accountability within the institution.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

**Programme Outcomes Attainment (Percentage)**

**Procedures of calculation of P.O. attainment:**



Here's a breakdown of the process for calculating Programme Outcome attainment at Tarakeswar Degree College:

### Step 1: Feedback Collection

- Each department gathers feedback from students on each Programme Outcome (PO) using a scale of 1 (lowest) to 5 (highest).

### Step 2: Weighted Average Calculation

- Each PO likely has a pre-defined weightage assigned to it, reflecting its relative importance in the program.
- The feedback scores (1-5) for each PO are multiplied by their corresponding weightages.
- The weighted products are then summed up for all POs.
- This sum is divided by the total weightage of all POs. This gives you the weighted average score.

### Step 3: Percentage Attainment Calculation

- A benchmark percentage (e.g., 70%) is set for acceptable attainment of each PO.
- The weighted average score (from step 2) is converted into a percentage.

### Example:

Let's say there are 3 POs (PO1, PO2, PO3) with weightages 3, 2, and 1 respectively.

- Feedback scores:
  - PO1: 4
  - PO2: 3
  - PO3: 5
- Weighted products:
  - PO1:  $4 * 3 = 12$
  - PO2:  $3 * 2 = 6$
  - PO3:  $5 * 1 = 5$
- Sum of weighted products:  $12 + 6 + 5 = 23$
- Total weightage:  $3 + 2 + 1 = 6$
- Weighted average score:  $23 / 6 = 3.83$

### Percentage attainment:

- If the benchmark is 70%, then in this example, the attainment would be calculated as  $(3.83 / 5) * 100\% = 76.6\%$  (achieved)

### • Course Outcome Attainment Calculation Process:

A detailed explanation of how Tarakeswar Degree College calculates course outcome attainment. Here's a breakdown of the process:

**Methods:**

- **Direct Method:** Uses student performance data (internal exams, class tests, projects) to assess mastery of each Course Outcome (CO). Marks are scaled from 0-5 for each CO.
- **Indirect Method:** Relies on the instructor's perception and report on student performance (quizzes, discussions, peer teaching) to assess CO attainment. Ratings are scaled from 1-5 for each CO.

- **Calculation:**

- **Average for Each Method:** The average score for all students (who participated) is calculated for both the direct and indirect methods for each CO.
- **Weighted Average:**
  - A weightage of 70% is given to the direct method average.
  - A weightage of 30% is given to the indirect method average.
  - The weighted average is calculated using the formula:  $\text{Course Outcome Attainment} = (0.7 * \text{Direct Method Average}) + (0.3 * \text{Indirect Method Average})$

- **Interpretation:**

- The final score (0-5) represents the overall attainment of a specific Course Outcome by the students in a course.

- **Benefits of this approach:**

- Combines objective data (direct method) with instructor expertise (indirect method) to provide a more holistic picture of student learning.
- The weightage system emphasizes student performance but also incorporates instructor judgment.

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

**2.6.3****Pass percentage of Students during last five years (excluding backlog students)****Response:** 74.24**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
711	1055	815	486	421

### 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
1041	1061	851	764	981

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

## 2.7 Student Satisfaction Survey

### 2.7.1

#### Online student satisfaction survey regarding teaching learning process

**Response:** 3.73

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	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 College Library features a dynamic website that hosts a diverse range of electronic resources, including web-based materials and contributions from faculty members. These resources are specifically designed to facilitate the exchange of knowledge for academic pursuits.

Additionally, the online Public Access Catalogue (OPAC) is easily accessible to both teachers and students from any location. Teachers are consistently encouraged to initiate or participate in research and innovations while adhering to Intellectual Property laws. The IQAC of the college organizes seminars and workshops on Intellectual Property Rights for both students and teachers. Even during the COVID year, an online workshop on Intellectual Property Rights was conducted on 20.07.2021, which saw participation from over 200 teachers and students. The college library has procured books based on requisitions submitted by teachers for research purposes, and necessary instruments have also been acquired. Due to the lack of research funding from the UGC for an extended period, UGC Minor Research Projects have not been carried out.

However, the college has taken measures to promote research through its own funds, albeit limited. The Mathematics and Physics departments have expressed their willingness to undertake research projects with the support of college funds. The Bengali, English, and Philosophy departments have recently published books containing well-researched articles. Furthermore, our college recently organized a one-day workshop on science and innovation in collaboration with the S N Bose National Centre for Basic Sciences, Kolkata. The aim was to foster scientific temperaments among students and teachers from both within and outside the college and schools. Student seminars are regularly held in various departments to encourage students to share their ideas in a public forum. Additionally, all students are required to complete projects on Environmental Studies, and several departments mandate projects and dissertations as part of their curriculum to enhance their learning.

### 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:** 48

**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
11	13	10	09	05

#### **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:** 0.1

**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
0	01	0	02	0

File Description	Document
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 1.28

**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
13	07	5	5	7

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

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

Tarakeswar Degree College is committed to its mission of fostering community engagement and social responsibility. The college operates three National Service Scheme (NSS) units dedicated to carrying out a wide range of extension activities in the surrounding areas. During the COVID-19 pandemic, our NSS

and National Cadet Corps (NCC) units played a crucial role in supporting the local community. They distributed masks in adopted villages and conducted educational campaigns to inform villagers about the importance of mask-wearing and practicing good hygiene to curb the spread of the virus.

In addition to pandemic-related efforts, our NSS and NCC units regularly engage in community clean-up initiatives, both on campus and in nearby areas. These activities are bolstered by the active participation of students, faculty, and non-teaching staff, who have organized rallies to raise awareness on critical issues such as AIDS, environmental conservation, and various social concerns.

Our commitment to public health and education extends to organizing webinars and workshops. In collaboration with the Physical Education Department, the NSS units hosted three webinars addressing diverse aspects of the COVID-19 pandemic, providing valuable information and support to our community. The Women's Cell and the Department of Sociology also joined forces to conduct a national webinar on the pressing issue of human trafficking, bringing attention to this critical social problem.

Environmental awareness is another key focus of our institution. The Department of Geography actively observes Water Day and Earth Day, organizing poster competitions and cultural programs to highlight the importance of environmental stewardship. These activities underscore our dedication to promoting sustainable practices and educating our students and the community about environmental issues.

Furthermore, Tarakeswar Degree College has been proactive in supporting the COVID-19 vaccination drive. We organized vaccination camps to ensure that our students and staff received their first and second doses, contributing to the broader effort to combat the pandemic. Demonstrating our commitment to supporting local talent, the Teacher's Council provided financial assistance of Rs 10,000 to National Athlete Bulti Roy from the nearby village of Tarakeswar, aiding her in her sports journey.

Through these comprehensive extension activities, Tarakeswar Degree College not only fulfills its social responsibility but also reinforces its mission to foster community engagement, public health, and environmental sustainability.

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

### 3.4.2

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

#### **Response:**

Tarakeswar Degree College has consistently distinguished itself in extracurricular and extension activities, earning recognition and accolades throughout the year. Our students excel not only in academics but also in sports, games, and cultural performances, garnering numerous awards. However,

their achievements extend beyond these areas, with significant contributions to community service and extension activities, which have been recognized by various organizations.

The comprehensive report on the college's extension activities, previously provided, highlights numerous achievements. Our students have been actively involved in teaching at rural schools, participating in COVID-19 relief efforts, and engaging in community work in nearby villages. These efforts have not gone unnoticed, as evidenced by the awards and recognition they have received, listed in the attachments below.

Our college's extension activities are driven by three National Service Scheme (NSS) units and an active National Cadet Corps (NCC) unit. During the COVID-19 pandemic, these units played a vital role in supporting local communities. They distributed masks in adopted villages and conducted educational campaigns to raise awareness about the importance of mask-wearing and good hygiene practices to control the spread of the virus.

The college also places a strong emphasis on public health and education. The NSS units, in collaboration with the Physical Education Department, hosted three webinars addressing various aspects of the COVID-19 pandemic. These webinars provided crucial information and support to our community during a challenging time. Furthermore, the Women's Cell and the Department of Sociology organized a national webinar on human trafficking, shedding light on this critical issue and fostering awareness and understanding.

Environmental sustainability is another key focus of our institution. The Department of Geography observes Water Day and Earth Day annually, organizing poster competitions and cultural programs to raise awareness about environmental conservation. These activities aim to educate students and the community about the importance of protecting our natural resources and promoting sustainable practices.

Our commitment to public health extended to actively participating in the COVID-19 vaccination drive. The college organized vaccination camps to ensure that students and staff received their first and second doses, contributing to the broader effort to combat the pandemic. In addition, the Teacher's Council provided financial assistance of Rs 10,000 to National Athlete Bulti Roy from the nearby village of Tarakeswar, supporting her in her sports journey and demonstrating our commitment to nurturing local talent.

The college has been honored with various government awards, including the prestigious Kanyashree Award from the West Bengal Government. This award acknowledges our commitment to promoting the education and empowerment of girls, aligning with the broader goals of social responsibility and community engagement.

Through these extensive extension activities and achievements, Tarakeswar Degree College not only fulfills its social responsibility but also reinforces its mission to foster community engagement, public health, and environmental sustainability. The recognition and awards we have received underscore our dedication to these values, inspiring our students and staff to continue their commendable efforts in serving the community.



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

### 3.4.3

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

**Response:** 32

**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
07	03	06	06	10

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

## 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:** 06

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

## 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:

Since its inception in the year 1986, Tarakeswar Degree College has been striving in its best efforts, to upgrade the infrastructure to address the changing needs of the students and also in the development of state-of-the-art facilities in the teaching-learning ecosystem. The creation and enhancement of infrastructural facilities to improve the possible educational amenities is the first and foremost objective of the administration

**Infrastructure Development:** The college prioritizes infrastructure enhancement to optimize educational amenities. All construction and renovation projects undergo rigorous scrutiny by the Governing Body, ensuring alignment with college policies. This systematic approach guarantees that facilities meet educational needs while maintaining operational efficiency.

**Facilities for Teaching-Learning:** Tarakeswar Degree College boasts 58 spacious classrooms across its humanities, science, and commerce streams, with 15 classrooms equipped with projectors and whiteboards. Each department has dedicated staff rooms for faculty meetings and academic discussions, complemented by storage facilities and notice boards for departmental communications and student engagements.

A modern seminar hall equipped with digital devices supports both online and offline activities, accommodating up to 100 participants with advanced sound systems for various academic and extracurricular events such as induction meetings, seminars, and cultural gatherings.

**IT and Computer Facilities:** The college emphasizes IT-enabled learning environments, featuring a dedicated computer room adjacent to the teachers' common area with internet connectivity and essential peripherals. Departments utilize these resources for administrative tasks and academic support, including online marking and data management.

**Laboratories and Specialized Facilities:** Science departments like Chemistry, Physics, Zoology, and Botany boast well-equipped laboratories, ensuring practical learning experiences aligned with curriculum requirements. Computer labs in the Computer Science and Geography departments facilitate hands-on learning, complemented by projectors and internet access in all honors departments to promote digital literacy and contemporary educational practices.

**Environmental Initiatives:** Tarakeswar Degree College is committed to environmental sustainability, evident through initiatives like a 30-kilowatt solar power system, LED lighting installations, rainwater harvesting, and a plastic-free campus drive. Annual plantation programs and eco-conscious events underscore the institution's commitment to ecological stewardship, supported by backup generators for uninterrupted campus operations.

**Library and Academic Resources:** The central library houses over 24,000 books, e-resources, journals, and multimedia collections, fostering academic research and intellectual growth among students and faculty. Digitized systems for book lending and access control ensure efficient library management, complemented by reading spaces and display areas for academic journals and employment news.

**Recreational and Cultural Facilities:** The college promotes holistic development through a dedicated music department, facilitating cultural events, seminars, and competitions that enrich student life beyond academic pursuits. A composite playground supports outdoor sports like cricket and football, alongside indoor gaming facilities and fitness centres managed by the Physical Education department.

**Sports and Physical Education:** Tarakeswar Degree College encourages student participation in inter-collegiate, university, and national-level sports tournaments, supported by comprehensive facilities and fitness programs. Annual sports events and fitness camps promote physical well-being and athletic achievement, contributing to the college's legacy of sporting excellence.

The College ensures that the teaching-learning process is maintained at an optimal level by providing adequate infrastructural facilities.

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

#### 4.1.2

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

**Response:** 30.58

**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
14.98	55.65	66.87	106.23	58.38

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The central library of Tarakeswar Degree College is the spine of the entire institution and its academic activities. The library has open access to stacks of books for all students. It has an adequate reading space for 50 students at a time, computers for surfing the internet for academic purposes, and a display of current journals. There are CCTV cameras inside the premises of the library for surveillance and monitoring. The library is fully automated in all its functions with an uninterrupted WIFI facility. The main objectives of the library are to cultivate reading habits amongst the students and teaching community and to provide accessibility to information and knowledge sources in a well-organized and coherent manner. Requisition lists for the purchase of books are invited from departments at the beginning of each semester. The Principal in consultation with the Library Committee and the Librarian sanctions the purchase utilizing the college and Government funds.

#### **Library Automation**

Since 2011, the library has been fully automated using “KOHA” integrated software version 3.14.06 as the ILMS. It is a user-friendly, open-source Integrated Library Management Software that has several advanced features concerning resources and availability. The software has a dual interface. The various housekeeping activities of the library such as data entry, issue and return of books, the renewal of books, member logins, etc., are done through the KOHA Software. The software provides quick search and access activities, Web-OPAC, and the feasibility of integrating new technologies like bar-coding documents. This software enables the library users to use efficiently the browser-based access of fetching bibliographical data from “Google” and “Amazon”, improved user-friendly OPAC interface, import and export of data, and quick report generation in various formats. The KOHA software of this college operates in a cloud platform which facilitates the entire staff to access the library round the clock, i.e., 24x7.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

#### **Response:**

Tarakeswar Degree College has made significant strides in developing and maintaining state-of-the-art IT infrastructure to support both academic and administrative functions. Recognizing the crucial role of technology in modern education, the college has consistently updated its IT facilities and acquired new equipment to meet evolving demands.

Over the past few years, one of the major advancements at Tarakeswar Degree College has been the enhancement of its internet connectivity. The campus is now equipped with a robust 100 Mbps bandwidth internet service that operates around the clock. This significant upgrade, from a modest 2 Mbps to 100 Mbps in just four years, underscores the college's commitment to providing seamless access to knowledge and learning resources. This high-speed internet ensures that students and faculty can engage in academic and research activities without connectivity issues, facilitating a more efficient and productive learning environment.

In addition to improving internet connectivity, the college has also invested in upgrading its IT equipment. New computers have been installed across the campus over the past five years, enhancing the overall IT infrastructure. This upgrade ensures that students and faculty have access to modern and efficient technology, which is essential for both teaching and learning activities.

Financial investment in IT infrastructure is a clear priority for Tarakeswar Degree College. The institution allocates a substantial portion of its annual budget—ranging from 3% to 5%—specifically for enhancing IT facilities. This consistent financial commitment demonstrates the college's dedication to maintaining a high standard of technological support for its academic community.

The college's website plays a vital role in keeping stakeholders informed and connected. A dedicated committee is responsible for regularly maintaining and updating the website, ensuring that it provides accurate and timely information. This allows students, faculty, and other stakeholders to easily access important information and circulars, fostering better communication within the college community.

To further enhance the ICT (Information and Communication Technology) infrastructure, the number of Wi-Fi routers with high configuration has been significantly increased since the last accreditation. These

Wi-Fi networks are deployed across the entire campus, providing comprehensive coverage. This extensive network enables students and faculty to access online resources and conduct research from any location within the campus, thereby maximizing the benefits of ICT facilities for regular academic activities, projects, and research.

Overall, Tarakeswar Degree College's ongoing efforts to upgrade its IT infrastructure and services reflect its commitment to providing a high-quality educational experience. By ensuring reliable and high-speed internet access, updating IT equipment, and maintaining a robust online presence, the college supports its academic community in achieving excellence in education and research.

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

#### 4.3.2

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

**Response:** 41.77

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

Response: 108

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 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:** 3.2

##### 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
6.51	6.76	8.72	5.38	4.29

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 75.91

**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
4434	3606	2640	2853	2710

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 0

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

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

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

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 12.21

**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
139	133	56	66	32

**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
711	1055	815	486	421

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.23

**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
0	04	02	0	01

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 1**

**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
01	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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: 5.4**

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	06	02	06	05

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The Tarakeswar Degree College Alumni Association, registered under the Registration of Societies Act of West Bengal, brings together over 700 members in a thriving and dynamic community. This association exemplifies the enduring relationships formed during college years, offering a continuous platform for alumni to connect, receive support, and foster growth.

One of the cornerstone activities of the association is the donation of books. This initiative not only supports current students in their academic pursuits but also cultivates a culture of knowledge-sharing and lifelong learning among both students and alumni.

Beyond educational support, the Tarakeswar Degree College Alumni Association is deeply committed to environmental sustainability. Tree plantation drives are a regular feature of their activities, reflecting a strong dedication to ecological conservation and community beautification. These efforts significantly contribute to the greening of the campus and its surrounding areas while raising awareness about the importance of environmental stewardship. The association's commitment to sustainability is evident in its ongoing efforts to create a greener, healthier environment for current and future generations.

Departments within colleges have established alumni associations, focusing on unique fields. These associations offer tailored support, foster connections, and organize networking events for students and graduates, enhancing academic and professional development through learning opportunities.

The cultural aspect of the Tarakeswar Degree College Alumni Association is equally vibrant. Cultural meetings and events are regularly conducted, offering a platform for alumni to showcase their talents and celebrate their shared heritage. These gatherings serve as a space for creative expression, fostering a sense of community and continuity among members. The cultural events often feature performances in music, dance, theater, and other art forms, highlighting the diverse talents of the alumni. These events not only provide entertainment but also strengthen the bonds among alumni, creating lasting memories and a sense of belonging.

Overall, the Tarakeswar Degree College Alumni Association is a dynamic and multifaceted organization. Its dedication to educational enrichment, environmental sustainability, and cultural engagement underscores its commitment to the holistic development of its members and the broader community. Through their various initiatives, the association not only strengthens the bonds among alumni but also contributes positively to the college and society at large.

The association's efforts extend beyond the college campus, impacting the larger community through various outreach programs and initiatives. By fostering a spirit of giving back, the alumni association encourages members to actively participate in community service projects and social causes. This commitment to social responsibility enhances the association's reputation and reinforces the values of empathy, compassion, and civic duty among its members.

In conclusion, the Tarakeswar Degree College Alumni Association stands as a beacon of community, support, and growth. The association's unwavering commitment to excellence ensures that it remains a vital and influential force in promoting the values of education, sustainability, and cultural enrichment

for years to come.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The governance and leadership of Tarakeswar Degree College are closely aligned with the institution's vision and mission, as demonstrated through various institutional practices like decentralization and active engagement in institutional governance. These practices underscore a dedication to transparency, inclusivity, and the pursuit of educational excellence.

Decentralization plays a pivotal role in the institution's governance framework, enabling decision-making authority to be dispersed among different levels of the organization. This strategy empowers stakeholders at all levels, including faculty, staff, and students, to contribute to decision-making processes. By decentralizing governance, Tarakeswar Degree College fosters a culture of collaboration and shared responsibility, ensuring that a diverse range of perspectives informs the development of institutional policies and practices.

Participation in institutional governance is another fundamental aspect of the leadership approach at Tarakeswar Degree College. The institution actively involves stakeholders in decision-making through various committees and forums. This participatory approach not only enhances transparency but also cultivates a sense of ownership and accountability among all members of the college community. By engaging stakeholders in governance, Tarakeswar Degree College ensures that decisions are informed by a broad spectrum of viewpoints and that the interests of all stakeholders are taken into account.

Moreover, the institution's commitment to quality and continuous improvement is evident in its governance strategies. The establishment of the Internal Quality Assurance Cell (IQAC) underscores the institution's commitment to upholding high standards of academic and administrative excellence. The IQAC plays a vital role in formulating strategic plans, seeking input from stakeholders, and overseeing the implementation of quality assurance measures. Through the IQAC, Tarakeswar Degree College showcases its dedication to maintaining quality standards and fostering a culture of ongoing enhancement.

Additionally, Tarakeswar Degree College's leadership strongly emphasizes ethical behavior and accountability. The institution's code establishes clear expectations for conduct and ensures that all stakeholders adhere to the highest standards of integrity and professionalism. Policies such as the anti-ragging policy and the policy against sexual harassment of women at the workplace further underscore the institution's commitment to creating a safe and inclusive environment for all college community members.

In summary, the governance and leadership of Tarakeswar Degree College are deeply embedded in the



institution's vision and mission. Through practices such as decentralization, active participation in governance, and a focus on quality assurance, the institution showcases its dedication to excellence, transparency, and inclusivity. By upholding these principles, Tarakeswar Degree College continues to serve as a model of academic excellence and ethical leadership in the realm of higher education.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

Strategic planning forms the cornerstone of institutional growth and development, aligning actions with the broader vision and mission of the college. It encompasses a systematic approach to navigating purpose, process, and performance, ensuring cohesive progress toward organizational goals.

**Indiscriminate Education Opportunities** The institution champions equitable access to education, transcending social and economic barriers. Initiatives include fostering awareness about education's significance across all societal strata, and inspiring aspirations for significant achievements. Notably, female empowerment is a priority, supported through initiatives like the Kanyasree Prakalpa scholarship. Additionally, the institution facilitates accessibility for differently-abled students with tailored infrastructure and reserved seats, ensuring inclusivity.

**Ecologically Sound Environment** Demonstrating a commitment to environmental stewardship, the institution embraces sustainable practices. This includes harnessing solar energy through a dedicated solar power plant, executing water conservation initiatives like "Jol Dhoro Jol Bhoro Prokolpo," and promoting energy efficiency, plastic reduction, and water conservation through educational campaigns. Notably, during the pandemic, the institution distributed masks, emphasizing community health and safety. Regular observance of World Environment Day and frequent tree plantation drives underscore a sustained commitment to environmental sustainability. **Effective Governance and Administration** Governance is steered by a regulatory governing body in compliance with affiliating university statutes and state education guidelines. Under the leadership of the Principal, supported by the teacher's council, non-teaching staff, students, and external stakeholders, the college oversees infrastructure development, academic excellence, and financial prudence. Regular meetings facilitate strategic decision-making and operational oversight, ensuring transparency and consensus-driven management.

**Digital Integration and Efficiency** Centralized digitization optimizes administrative processes,

enhancing communication and operational efficiency. Online platforms for the college office and library facilitate seamless access to resources both on and off campus, minimizing delays and streamlining workflows. Comprehensive internet access across departments empowers faculty to engage effectively with students and manage administrative tasks promptly.

**Compliance and Human Resource Management** Adherence to government protocols governs all aspects of human resource management, ensuring fairness and compliance throughout employees' service tenures. Robust procedures for appointments, service rules, and promotions uphold transparency and accountability, managed through dedicated committees to uphold organizational integrity and employee welfare.

**Financial Oversight and Strategic Planning** Strategic budgeting guided by resolutions from the Internal Quality Assurance Cell (IQAC), the governing body, and principal stakeholders drives fiscal responsibility. The college accountant and bursar collaborate to prepare annual budgets, subject to rigorous audits and stakeholder scrutiny. Major financial decisions prioritize sustainability and institutional advancement, reinforcing long-term viability and growth. In conclusion, the institution's strategic planning framework integrates educational equity, environmental stewardship, effective governance, digital innovation, compliance, and fiscal prudence. By aligning actions with its vision and mission, the college not only enhances educational outcomes but also fosters a sustainable and inclusive campus community, preparing students for future challenges while upholding institutional values.

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

## 6.2.2

*Institution implements e-governance in its operations*

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Performance Appraisal System for Tarakeswar Degree College Teaching and Non-Teaching Staff**

**Teaching Staff:**

#### 1. Performance Appraisal Approaches:

- Career Advancement Scheme (CAS)
- Teachers' Performance Appraisal

#### 2. Assessment Process:

- Faculty performance is evaluated annually through a self-assessment, reviewed by the IQAC Coordinator and the Principal.
- The performance of the teachers is also appraised by the feedback system. The feedback form filled up by the students include points regarding the feedback of individual teachers in relation to the teaching-learning process.
- Promotions are based on the UGC Career Advancement Scheme (CAS) and API scores, approved by a Screening or Selection Committee per UGC regulations.
- Faculty are assigned additional duties beyond academics, which are considered in their overall assessment.

**Non-Teaching Staff:**

#### 1. Performance Appraisal Process:

- The Principal and Bursar conduct annual performance appraisals, monitored by the Head Clerk.

- Departmental Heads/In-charges appraise laboratory assistants and attendants, while the Librarian appraises the library staff.
- The Principal regularly meets with non-teaching staff to implement corrective measures and enhance performance, acknowledging satisfactory performance.
- Non-teaching staff receive incremental benefits after every 10 and 20 years of satisfactory service, following Government rules. The promotion process is discussed and approved in the GB meeting, with steps taken to facilitate the procedure.

### **Welfare Measures for Teaching and Non-Teaching Staff:**

#### **Financial Support:**

- Financial assistance is provided for attending conferences, seminars, workshops.
- Loan facilities are available from the Provident Fund as per Government rules.
- Staff Co-operative banking facility is there in the college, both teaching and non-teaching staffs can avail the facility of the bank
- Non-teaching staff receive financial incentives during major festivals.
- Pension, gratuity, and leave encashment benefits are provided.
- Interest free advance payment to the newly appointed teaching and non-teaching staffs before their pay fixation.
- The Staff Welfare Fund offers support during crises.
- Superannuated teachers and non-teaching staff are felicitated in recognition of their service.

#### **Professional Development:**

- Skill upgradation and training programmes are organized for both teaching and non-teaching staff.
- Teaching staff are granted permission to participate in Refresher Courses, Orientation Programmes, and Short-Term Courses for their professional development.

#### **IT facilities:**

- Wi-Fi enabled college campus.
- The college provides infrastructural support in science laboratories to facilitate research.
- Desktop facilities are provided in the Library and Teachers' Lounge for their use.
- Laptops and projectors for ICT enabled smart classrooms and seminar halls.

#### **General Support Facilities**

- 24-hour power back-up (100%) through solar power plants
- RO based water purifier for drinking water
- Refrigerator and microwave
- Staff canteen that serves nutritious and hygienic food.
- Facilities such as ramp, wheelchair, specially designed toilet etc. for differently abled staffs and students
- Identity cards for all staff
- Medical leave, study leave, child care leave, maternity benefits as per norms of the Govt. of West Bengal

- Government Health Scheme for employee and his/her dependent family members (WBHS & Swasthasathi)
- Recreational Activities for Physical and Emotional Wellbeing
- Annual picnic organized for both teaching and non-teaching staff.
- Gymnasium facilities and Yoga classes
- All staff participate in games on Annual Sports Day

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

### 6.3.2

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

**Response:** 1.72

#### 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
02	0	0	0	0

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

### 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:** 54.59**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
33	12	16	51	7

**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
22	22	20	19	19

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

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

The purpose of an audit is to ensure a true and fair view of all financial statements maintained by any institution. Educational institutions, as non-profit entities, are obligated to conduct financial audits to maintain credibility and transparency in their operations. Tarakeswar Degree College adheres to this

principle by conducting rigorous internal and external audits.

At Tarakeswar Degree College, the internal audit is conducted annually by internal auditors. Major financial decisions are taken and sanctioned by the finance sub-committee, which includes the President of the Governing Body and a government nominee. The purchase sub-committee works in coordination with the finance sub-committee to oversee all financial transactions, especially those involving external vendors. These transactions are meticulously recorded through proper books of accounts, supported by vouchers and documents, maintained by the college accountant with the bursar's cooperation. The entire financial system is computerized, ensuring that all documents are properly maintained and easily accessible.

The internal audit process at Tarakeswar Degree College involves multiple layers of checks and controls. The accountant and the bursar review all accounts, after which bills are sent to the Principal for approval. This multi-tiered system ensures a thorough internal audit process, enhancing financial transparency and accountability.

Regarding external audits, as an affiliated state-aided institution, the college undergoes an external audit conducted by an auditor approved by the Department of Higher Education, Government of West Bengal. Due to the robust internal control system, the external auditors consistently provide the college with an unqualified report, affirming the transparency and integrity of the college's financial system.

The mobilization of funds at Tarakeswar Degree College is critical for its operations and development. The sources of funds include:

Grants from the State Government

Grants from Rashtriya Uchchar Shiksha Abhiyan (RUSA)

Development fees collected from students

Tuition fees

Admission fees

Examination fees

Library fees

Laboratory fees

Welfare charges

Additionally, the institution collects a substantial amount from selling admission forms to prospective undergraduate candidates during fresh admissions. These funds are essential for both daily operations (working capital) and long-term investments (corpus funds) necessary for the college's overall development.

The fees collected by the college provide the working capital required for daily expenditures. For significant investments, the college relies on grants from the Department of Higher Education, Government of West Bengal, RUSA, UGC, and other government-affiliated agencies, as well as donations from local affluent bodies and the local MP and MLA LAD funds.. The grants have been optimally utilized for:

- Infrastructural development, such as building new classrooms to accommodate an increasing number of students
- Information and Communication Technology (ICT) development
- Repairing and renovating old buildings

The institution emphasizes transparency and democratic processes in mobilizing resources and utilizing funds. Given the limited resources against unlimited requirements, the college prioritizes needs wisely, allocates funds based on availability, and ensures optimal utilization of the allotted funds.

Through these rigorous financial practices, Tarakeswar Degree College maintains its commitment to transparency, accountability, and prudent financial management, ensuring its continued growth and credibility.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

The Internal Quality Assurance Cell (IQAC) at Tarakeswar Degree College envisions fostering a culture of continuous and consistent improvement, acting as a catalyst for enhancing the institution's educational and administrative performance. Aligned with the college's mission and vision, the IQAC meticulously plans and monitors activities aimed at achieving academic and administrative excellence.

#### **Key Activities of the IQAC Since the Last NAAC Accreditation:**

**Mental Well-Being Programmes:** The IQAC has prioritized the mental health of students, organizing workshops and programmes that address the diverse mental health issues faced by students from various cultural backgrounds and cities. Conducted by specialists, these sessions offer insights into common concerns and uncertainties. Initiated by the IQAC, these programmes have become a regular and essential part of the college calendar, with sessions continuing online even during the pandemic.



**Gender Sensitization Initiatives:** The IQAC has introduced gender sensitization programmes, starting with panel discussions led by experts and followed by interactive sessions. These centralized programmes are complemented by departmental and forum-led talks and lectures that address gender issues from multiple perspectives.

**Stakeholder Feedback Collection:** To ensure accountability and enhance institutional efficiency, the IQAC systematically collects feedback from various stakeholders, including students, faculty, and parents.

**Quality Improvement Workshops and Seminars:** The IQAC actively participates in workshops and seminars related to quality improvement, such as those focused on NAAC, NIRF, and the affiliating university. These engagements are crucial for the effective implementation and necessary modifications of the Choice Based Credit System (CBCS) curriculum.

**Mentor-Mentee System:** A mentor-mentee system has been introduced for students across all departments, with a particular focus on those pursuing Honours or 4-year major courses. This system provides personalized guidance and support to students.

**Environmental Consciousness:** The IQAC promotes environmental awareness among stakeholders through initiatives like the continuation of Green Audits and the introduction of Energy Audits for the campus.

**Monitoring the Teaching-Learning Process:** The IQAC maintains strict vigilance over the teaching-learning process by reviewing teachers' performance sheets, annual departmental reports, and student feedback forms on curriculum and teaching methods. Based on these reviews, the IQAC devises a well-planned course of action, which is forwarded for administrative approval and subsequently executed with diligence.

**Faculty Development and Performance Review:** The IQAC oversees the annual performance reports of faculty members, advising and recommending participation in faculty development programmes, short-term courses, refresher courses, and technical/management development courses. This ensures continuous professional development.

**Collaborative Initiatives:** The IQAC collaborates with other colleges and institutions to facilitate faculty exchange programmes, joint training sessions, student exchange initiatives, educational tours, and internship programmes.

Through these comprehensive activities and initiatives, the IQAC at Tarakeswar Degree College not only ensures the continuous improvement of academic and administrative processes but also upholds its commitment to fostering a supportive and inclusive educational environment. The dedication to mental well-being, gender sensitization, environmental consciousness, and quality education underscores the IQAC's pivotal role in driving the institution towards its goals of excellence and innovation.

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

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

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

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

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

## 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:**

Tarakeswar Degree College stands tall as a champion of gender equality, actively fostering a learning environment that celebrates diversity and empowers all students and staff.

#### **Creating a Safe and Secure Space**

- **Zero Tolerance for Harassment:** A dedicated Women's Cell serves as a vital resource for students and staff, providing a safe space for reporting gender-based concerns and ensuring prompt and effective resolution through the Internal Complaints Committee (ICC) and Grievance Redressal Cell.
- **Supportive Infrastructure:** The college prioritizes the well-being of its female students and staff by offering dedicated restrooms and common rooms. Recognizing the importance of menstrual hygiene management, readily available sanitary napkin vending machines and disposal facilities are provided. Furthermore, a round-the-clock security presence and a comprehensive CCTV surveillance system contribute to a secure learning environment.

The following initiatives have been taken in last five years-

1. Observation of International Women's Day.
2. Organizing self-defence workshops for girls to acquaint themselves with the basic techniques of self-protection
3. Organizing seminar on 'Women Empowerment' on 20/3/2019.
4. Sensitization Programme on Gender Discrimination was held on 23.4.2019.
5. A National webinar on 'Human Trafficking' jointly organized by IQAC & Department of Sociology on 2nd September 2020.
6. A national webinar on 'Gender Equity: What, When & Why' organized by the Department of History on 18th December 2021.
7. A seminar on The International Day of Women and Girls in Science organized by the Department of Chemistry on 11th February 2022.
8. A Survey conducted by the students on the Threats that a girl faces in the family & society.
9. Rally on Protection of Girl Child
10. Organizing Food and Craft fairs every year to enlighten the girls about self-employment.
11. A seminar organised on Women's Safety & Security in collaboration with the Tarakeswar Police Station on 14/11/2022.

### **National and international commemorative days, events and festivals**

The institution takes the initiative to celebrate/organize national and international commemorative days, events, and festivals. Every year International Mother Language Day is celebrated with great enthusiasm. Republic Day and Independence Day, are observed by hoisting National Flag, singing National Anthem and parade by the NCC cadets. Important National Days such as Birth day of Netaji Subhash Chandra Bose, Youth Day (birth day of Swami Vivekananda), National Unity Day, Women's Day are celebrated with due respect by the Students and Staff . Rabindra Jayanti and, International Yoga Day are also observed every year.

The Institution celebrates Teachers' day every year and facilitates teachers on the occasion of the birthday of Sarbepalli Radhakrishnan.

Kanyasree day is observed by the Music Department and NSS units. Our Institution takes pride to stand first for Kanyasree in Hooghly District.

The institute has organised Programme to commemorate two leading social reformers of Bengal 150th birth anniversary of Vidyasagar was observed on 26th September 2019. An International Seminar was organised by the department of Bengali & IQAC in collaboration with Swapnarag Paribar, Kolkata to commemorate 250th Birth Anniversary of Raja Rammohan Roy on 24th June 2023. Students of the institution observes Saraswati Puja every Year. They also organise Freshers' Welcome and annual Fest.

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

#### **7.1.2**

#### **The Institution has facilities and initiatives for**

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

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

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

### 7.1.3

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

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

**Response:** B. Any 3 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

Situated in the sacred city of Tarakeswar, also known as Babar Dham or “The City of Shiva,” Tarakeswar Degree College is deeply committed to providing an inclusive environment that fosters tolerance and harmony across cultural, regional, linguistic, communal, and socioeconomic diversities. This dedication is integral to our mission of promoting holistic education and community cohesion.

We uphold the reservation quotas stipulated by the government, ensuring representation and opportunities for students from various castes. Additionally, seats are reserved for physically challenged students, emphasizing our commitment to inclusivity and accessibility in education.

Our institution actively organizes a wide array of sports and cultural activities that serve to promote mutual understanding and respect among students and staff. During the academic session of 2021-2022, Tarakeswar Degree College conducted numerous activities aimed at fostering an inclusive atmosphere. Some of the noteworthy events include:

1. **International Women’s Day:** Celebrating the achievements and contributions of women, this event fosters gender equality and raises awareness about women's rights.
2. **International Yoga Day:** Promoting physical and mental well-being, this day encourages participation from all cultural backgrounds, reinforcing unity through yoga practice.
3. **International Mother Language Day:** Highlighting the importance of linguistic diversity and cultural heritage, this event promotes respect for all languages spoken within our community.
4. **Rabindra Jayanti:** Commemorating the birth anniversary of Rabindranath Tagore, this celebration honors Tagore's literary and cultural contributions, fostering appreciation for cultural heritage.

These events are designed to establish positive interactions among people from different racial and cultural backgrounds, nurturing a sense of unity and belonging within the college community.

Tarakeswar Degree College also places a strong emphasis on sensitizing students and employees to their constitutional obligations, including values, rights, duties, and responsibilities as citizens. We achieve this through various initiatives and activities that promote civic awareness and responsibility. Our curriculum includes modules on constitutional values and ethics, ensuring that students are well-versed in their roles as responsible citizens.

In addition, the college has established various grievance redressal cells that handle grievances impartially, without regard to an individual's racial or cultural background. These cells provide a platform for addressing concerns and ensuring a fair and just environment.

Our efforts extend beyond the classroom, encouraging students to engage in community service and social outreach programs. These initiatives aim to build a socially responsible and empathetic community, prepared to contribute positively to society.

In conclusion, Tarakeswar Degree College is dedicated to creating an inclusive and harmonious environment. Through our diverse activities, inclusive policies, and emphasis on constitutional values, we strive to nurture a community that respects and celebrates diversity, fostering a sense of unity and shared purpose among all members.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

**Best Practices Followed by Tarakeswar Degree College**

**1st Best Practice:**

**Title of the Practice**

**Our Campus Green Campus**

**Objectives:**

- Foster a healthy environmental balance on the campus and surrounding areas.
- Cultivate environmental awareness and a sense of stewardship among students and the local community.

**Context:** The conversion of agricultural land to residential areas in Tarakeswar is driven by the demand for housing due to the breakdown of joint families, high population density, and migration. This land use change threatens future food security, as the decrease in agricultural land reduces soil fertility and productivity, leading to higher food prices and potential displacement of both rural and urban communities. Recognizing the crucial role educational institutions play in promoting environmental consciousness, Tarakeswar Degree College identified several key challenges:

- Instilling a sense of environmental responsibility in both students and the surrounding community.
- Maintaining and enhancing the existing green cover on campus.
- Integrating sustainable practices effectively into the daily operations of the college.
- Addressing the environmental impact generated by the college, including waste management and resource conservation

**Practice:**

Tarakeswar Degree College has transformed its campus into a vibrant, eco-conscious space through a comprehensive approach to environmental responsibility. The college grounds feature mature trees, tranquil ponds, and a sprawling football field, creating a visually appealing environment that promotes recreation and a connection to nature. The college garden, meticulously maintained by staff, includes a

medicinal garden established by the NSS and the biodiversity club. This garden serves as both an educational resource and a means of promoting well-being through native plant species.

Regular tree planting programs enhance the aesthetics, air quality, and biodiversity of the campus. The NSS, NCC, and biodiversity club organize activities, workshops, and campaigns to educate the student body and the community about sustainable practices. Regular cleaning drives emphasize shared responsibility for maintaining a clean and thriving campus environment.

### **Upholding Environmental Responsibility:**

- **Tobacco-Free Campus:** Creating a smoke-free environment for the well-being of the community.
- **Ban on Single-Use Plastics:** Encouraging reusable alternatives to foster responsible waste management.
- **Organic Fertilizers:** Promoting healthy plant growth without harmful chemicals.
- **Water and Electricity Conservation:** Implementing measures to maximize resource utilization and minimize waste, such as using energy-efficient LED lighting in the library.
- **Responsible Waste Management:** Ensuring proper handling of e-waste and chemical waste to prevent pollution.

**Success:** The college's commitment has led to significant positive outcomes:

- Increased green cover and biodiversity on campus.
- Positive feedback from students and community members on environmental initiatives.
- Successful workshops and campaigns lead to greater participation and awareness.
- Reduction in the use of single-use plastics and tobacco on campus.

**Challenges and Resources Needed:** Despite success, challenges include budget limitations, encouraging long-term behavioral changes, and the need for continuous monitoring and evaluation. To strengthen their program, the college seeks additional funding, training programs, and collaboration with local authorities and community organizations.

**Moving Forward:** Tarakeswar Degree College serves as a model for fostering environmental responsibility by:

- Encouraging community involvement and ownership of initiatives.
- Establishing clear policies and guidelines for sustainability.
- Providing continuous education and awareness programs.
- Collaborating with local and national organizations to leverage resources and expertise.

### **2nd Best Practice:**

**Title of the practice:**

**Help the Society as You Can**

**Objectives:**



- Raise awareness about social and health issues among students and the local community.
- Contribute to the well-being of the surrounding local community.

**Context:** Tarakeswar grapples with significant urban amenities disparities, including inconsistent access to tap water and problematic sewage systems marred by garbage-filled open drains. Although a prominent religious destination attracting numerous tourists, Tarakeswar faces challenges with reliable waste management, water, and electricity supply, further hindered by flooding, poverty, illiteracy, and social discrimination. Efforts by government and municipal authorities aim to address these regional disparities by expanding access to tap tube wells, ration shops, sanitary facilities, etc. In this context, Tarakeswar Degree College, led by its NSS units and NCC, strives to boost civic awareness and improve human quality of life through targeted community interventions that go beyond academics.

**Practice: Targeted Interventions:** The NSS units have established a model of social responsibility, partnering with nearby villages to conduct programs addressing local challenges:

- **Thalassemia Awareness and Detection:** Organizing awareness campaigns and detection camps to improve health outcomes through early identification and intervention.
- **Combating AIDS:** Conducting seminars and rallies to empower the community with knowledge to combat AIDS.

**Environmental Stewardship:** NSS and NCC units collaborate with the biodiversity club to participate in beautification projects, including planting trees and maintaining the medicinal plant garden. These efforts foster environmental responsibility within the college community. Additionally, the NSS units promote an anti-tobacco mission, contributing to a healthier environment.

**Nurturing Responsible Citizens:** NSS volunteers lead awareness campaigns on water and electricity conservation and participate in national celebrations, reinforcing a sense of patriotism and civic duty among students.

**Collaboration During Srabani Mela:** During the month-long Srabani Mela, the college supports the local government by ensuring smooth management of facilities and traffic control, contributing to a safe and enjoyable festival experience.

**Extending a Helping Hand:** Collaborative efforts between the NSS units and the IQAC result in the distribution of winter clothes to underprivileged residents, exemplifying the college's commitment to social responsibility.

**Success:** Significant progress includes:

- Improved health outcomes through successful Thalassemia detection camps and AIDS awareness seminars.
- Positive feedback from the community on initiatives.
- Active student participation in social responsibility programs.

**Challenges and Resources Needed:** Challenges include sustaining impactful programs with limited resources, encouraging consistent student participation, and overcoming logistical hurdles during large-scale events. The college seeks additional funding, training programs, and collaboration with local authorities and organizations.

**Moving Forward:** Tarakeswar Degree College aims to:

- Foster community involvement and ownership of social responsibility initiatives.
- Establish clear policies and guidelines for outreach programs.
- Provide continuous education and awareness programs.
- Collaborate with local and national organizations to enhance the impact of their initiatives.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1

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

**Response:**

#### **Institutional Distinctiveness**

Tarakeswar Degree College (TDC) strives to fulfill its vision of "Empowering Minds, Enriching Lives: Education for Today and Tomorrow" through a comprehensive mission that prioritizes transforming teaching and learning, diversifying educational access and support, and cultivating community and industry partnerships. This write-up focuses on the college's distinctive performance in diversifying educational access and support, aligning with mission statement number two.

#### **Understanding TDC's Student Population**

TDC occupies a unique position in the rural Hooghly district of West Bengal. Nestled amidst an agricultural landscape, the college caters primarily to students from farming communities, particularly for females. Recognizing this, the college takes pride in having a student body where 60-65% are women, actively promoting gender equality in educational attainment.

TDC's commitment to diversification goes beyond enrollment statistics. The college implements various initiatives to ensure academic success for all students:

Over the years, TDC has observed the growth of female students' percentage and has consequently

introduced **gender sensitization programmes** to provide support for female students. The goal is to cultivate a secure and inclusive environment. These initiatives encompass a variety of programs such as the Self-Defense Program, which imparts skills for self-protection in risky situations, the Psychology Camp, which concentrates on mental well-being, the Mental Health and Well-being Camp, which educates students on HIV/AIDS prevention and treatment, the Taekwondo Training Camp, which advocates physical fitness and self-discipline, the NSS and NCC Units, which promote active involvement in community service and leadership activities, the Handicraft Fair, which showcases artistic abilities, and the Food Festival, which highlights culinary skills and self-sufficiency.

### **Capacity Development and Skills Enhancement**

The contemporary job market demands a diverse skill set that extends beyond academic knowledge. Recognizing this, Tarakeswar Degree College has implemented a robust framework of capacity development and skills enhancement activities designed to elevate students' capabilities and prepare them for the challenges of today and tomorrow. This initiative is multi-faceted, encompassing soft skills, language and communication skills, life skills, and ICT/computing skills.

1. **Soft Skills Development:** Soft skills are critical for personal and professional success. The college offers workshops and training sessions that focus on leadership, teamwork, problem-solving, and emotional intelligence. These programs are designed to help students navigate interpersonal relationships, manage stress, and foster a positive attitude towards challenges. By emphasizing soft skills, Tarakeswar Degree College ensures that its graduates are not only knowledgeable but also capable of thriving in diverse and dynamic environments.
2. **Language and Communication Skills:** Effective communication is a cornerstone of success in any field. The college provides extensive training in language and communication skills, recognizing the importance of fluency and clarity in both personal and professional contexts. Through language labs, debate clubs, and public speaking workshops, students enhance their verbal and written communication abilities, preparing them to articulate their ideas confidently and persuasively.
3. **Life Skills:** Life skills education is a vital component of the college's holistic development approach. Programs on yoga, physical fitness, health, and hygiene promote a balanced lifestyle, encouraging students to maintain physical and mental well-being. These activities not only improve students' quality of life but also instill habits that contribute to long-term health and productivity.
4. **ICT/Computing Skills:** In an increasingly digital world, proficiency in information and communication technology (ICT) is essential. Tarakeswar Degree College offers courses and workshops on computing skills, ensuring students are adept at using various software and technologies. This training encompasses basic computer literacy to advanced IT skills, equipping students with the tools necessary to excel in technologically driven industries.

### **Achievements in Sports and Extracurricular Activities**

The college's emphasis on holistic development extends to extracurricular activities, particularly in sports. Over the past four years, students of Tarakeswar Degree College have earned 112 awards (due to covid-19 , sports or extracurricular activities could not take place) and medals for outstanding performance in sports at university, state, and national levels. This remarkable achievement underscores the college's dedication to nurturing talent and promoting physical fitness.

### **Add-On Courses for Job Market Competency**

To enhance employability, Tarakeswar Degree College has introduced nearly 40 add-on courses over the past five years. These courses, tailored to meet the evolving demands of the job market, cover a wide range of subjects from technical skills to vocational training. By offering these additional learning opportunities, the college ensures that its students are not only academically proficient but also industry-ready.

### **Fostering Responsible Citizens**

Nurturing responsible citizens is a core component of the college's mission. Through the National Service Scheme (NSS), students engage in various community service initiatives that promote social awareness and civic responsibility. Strategic poster campaigns led by NSS volunteers raise awareness about critical issues such as water and electricity conservation, emphasizing the importance of sustainable resource management. Participation in national celebrations like Republic Day, Independence Day, and Yoga Day fosters a sense of patriotism and civic duty, cultivating informed and engaged citizens.

### **Sustained Social Responsibility**

The college's social responsibility program extends beyond immediate actions, fostering a culture of service and social awareness that persists long after graduation. Alumni often remain involved, volunteering their time and expertise to support ongoing initiatives. This creates a sustainable cycle of giving back, ensuring the college's positive impact continues to ripple outward for generations. By fostering collaboration, empowering students, and addressing community needs, Tarakeswar Degree College serves as a model for educational institutions seeking to make a meaningful difference in the world.

### **Conclusion**

Tarakeswar Degree College's distinctive approach to education, characterized by its comprehensive capacity development and skills enhancement programs, positions it as a leader in holistic student development. By empowering students with a diverse skill set, promoting physical and mental well-being, encouraging sports excellence, and fostering a sense of social responsibility, the college embodies its vision of empowering minds and enriching lives. The initiatives undertaken by the college not only prepare students for academic and professional success but also cultivate responsible, engaged citizens ready to contribute positively to society. This holistic approach, deeply rooted in the college's mission and vision, ensures that Tarakeswar Degree College remains a nurturing ground for future leaders and changemakers.

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

## 5. CONCLUSION

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### **Additional Information :**

Tarakeswar Degree College, situated in a tranquil location, is a premier institution committed to academic excellence and holistic development. The college offers a diverse range of undergraduate and postgraduate programs across various disciplines, all designed to meet industry standards and global trends. Its experienced faculty members mentor students, fostering critical thinking, creativity, and problem-solving skills.

The campus boasts modern facilities, including spacious classrooms, well-equipped laboratories, a comprehensive library, and sports amenities, all of which create an optimal learning environment. Tarakeswar Degree College emphasizes holistic development by offering opportunities for cultural, sports, and social activities through various clubs, societies, and events.

The college maintains robust connections with industries and organizations, facilitating internships, industrial visits, and guest lectures by industry experts. This exposure enhances students' employability and career prospects. The college is deeply embedded in the local community and actively engages in social outreach programs and awareness campaigns.

Continuous improvement and innovation are central to the college's success. The curriculum is regularly updated to incorporate emerging trends and technologies, ensuring that students are well-prepared for the rapidly evolving job market. The alumni network forms a strong community of professionals who serve as mentors and role models for current students, offering guidance and support in their career endeavors.

In essence, Tarakeswar Degree College is dedicated to providing a transformative educational experience that empowers students to excel academically, professionally, and personally. With a foundation built on values of integrity, excellence, and inclusivity, the college remains a preferred choice for aspiring students seeking a well-rounded education.

### **Concluding Remarks :**

Tarakeswar Degree College has established itself as a premier institution, renowned for its unwavering commitment to academic excellence. The college cultivates a holistic learning environment that fosters intellectual and personal growth within its student body. Committed to preparing students for the demands of a dynamic future, Tarakeswar Degree College provides a high-quality education grounded in a supportive and nurturing atmosphere.

Throughout its distinguished history, Tarakeswar Degree College has consistently demonstrated a remarkable ability to adapt to the ever-evolving educational landscape. With a strong emphasis on critical thinking, research-oriented learning, and the practical application of knowledge, Tarakeswar Degree College equips its students with the essential skillset required to thrive in today's competitive global environment.

The college fosters a vibrant and inclusive student community that celebrates diversity. Students from a variety of backgrounds come together to learn, collaborate, and grow both intellectually and personally. This commitment to inclusivity extends beyond the college campus. Tarakeswar Degree College actively engages with the local community through impactful outreach programs and social initiatives, demonstrably

contributing to positive societal development.

The faculty at Tarakeswar Degree College transcends the role of mere instructors, serving as dedicated mentors who inspire and guide students throughout their academic journeys. Their extensive expertise, coupled with a genuine passion for teaching, ensures that students receive personalized attention and the support they need to achieve their full potential.

Tarakeswar Degree College prioritizes the creation of a comprehensive learning environment through its investment in modern infrastructure and facilities. State-of-the-art laboratories, well-equipped libraries, and technologically advanced classrooms provide an optimal atmosphere for academic exploration and research. The college's unwavering commitment to sustainability is reflected in its eco-friendly campus initiatives, which effectively promote a sense of environmental responsibility among both students and staff.

In essence, Tarakeswar Degree College transcends the traditional concept of an institution of higher learning. It serves as a nurturing ground where dreams take flight, and aspirations are transformed into reality. As the college embarks on its journey of continued growth and innovation, it remains dedicated to shaping future leaders who will leave a positive and lasting impact on the world.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :23</p> <p>Remark : HEI is requested to provide a mapping of the VACs with the core courses, however, not provided. Only the following courses are considered. Bengali Song (Bangla Gan) Bengali Translation Business Ethics and Corporate Social Responsibility Coding for All Digital Sociology DTP &amp; Networking Entrepreneurship Environmental Impact Assessment Folk Song Food Adulteration and Detection Geospatial Technology-Remote Sensing &amp; GIS GIS &amp; GPS Goods &amp; Services Tax and Income Tax procedure Granunnoyn o Panchayet Baybosthar Paresheba Heritage Tourism Income Tax Procedure Legal Literacy for Women Popular Culture Rabindra Sangeet Social Work and Community Development Spoken English Vedic Mathematics Wastewater Treatment</p>																				
1.2.2	<p><b>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</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>734</td> <td>816</td> <td>484</td> <td>420</td> <td>459</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>395</td> <td>517</td> <td>265</td> <td>402</td> <td>346</td> </tr> </tbody> </table> <p>Remark : Revised per remark made in metric 1.2.1.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	734	816	484	420	459	2022-23	2021-22	2020-21	2019-20	2018-19	395	517	265	402	346
2022-23	2021-22	2020-21	2019-20	2018-19																	
734	816	484	420	459																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
395	517	265	402	346																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 1561</p> <p>Answer after DVV Verification: 534</p> <p>Remark : HEI has provided 1402 certificates of the students who have compiled the project under ES. ES is generally offered either as (i) a general compulsory course or (ii) an elective course. In</p>																				

DVV's opinion, if a student is pursuing ES as an elective, a dissertation or project is required to acquire specialized or advanced knowledge, supplemented by advisory support from a faculty member. However, this is not the case here. The HEI neither offers ES as an elective nor has any faculty qualified in ES. Furthermore, how can one distinguish between the regular ES course provided by the HEI and an elective ES course that would require hiring a qualified teacher, building a lab, and providing relevant support? This situation could ultimately cause disservice to those involved in Elective Courses. Moreover, HEI has not segregated the students subject /course wise. Therefore, it is technically impossible to avoid overlap between students who have completed projects in both general and elective courses. Current metric has asked for students only and the overlap will inflate the figures because of double count and this may cause in the current case too. Furthermore, the associated projects are required to be evaluated internally and are limited in scope, covering only quotidian topics. Consequently, the projects in Environmental Studies (whether compulsory or general) are not recommended for consideration. The HEI is therefore requested to withdraw the corresponding claims, as there is no specific mention of students who have completed projects under the Environmental Studies curriculum in the provided Excel Sheet.

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***

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

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
714	832	670	707	688

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
688	767	653	659	572

**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
1035	1035	1035	1023	932

Answer After DVV Verification :

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



1150	1150	1150	1136	1032
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Remark : Revised as per the reservation policy: SC(22%) ST(6%) OBC(17%) Gen(50%) Others/PwD(5%).

#### 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
26	26	26	26	26

Answer After DVV Verification :

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

#### 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
23	23	22	21	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	23	22	19	16

#### 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
0.2	0	0	0	1.822

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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0	0	0	0	0
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**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
15	13	10	10	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	13	10	09	05

**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
2	4	1	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	0	02	0

Remark : Journal that found in accordance with NAAC SoPs are as follows: Design Engineering (Toronto) Intertitle Jourl of Food and Nutritiol Sciences Journal of the Indian Chemical Society The Calcutta Journal of Global Affairs Wisdom Speaks. Revised as per the publication dated submitted in the Excel Sheet.

**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

41	6	6	5	8
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	07	5	5	7

Remark : HEI has not revised its input and claimed publications that were published in the year 2023, such as Mosaic-3 (A Peer-Reviewed Anthology), A vernacular book having ISBN 978-93-94748-50-7, An on-demand charging schedule utilizing multiple mobile charging. Moreover, in most of the chaplets' belong to Mosaic-3 published in 2023. Furthermore, the date of publication and the name of affiliating institute are missing.

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
18	17	12	9	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	03	06	06	10

Remark : Plantation in outside college campus, Plantation Programme, more aligned to metrics 7.1.x.

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

Answer before DVV Verification :

Answer After DVV Verification :06

Remark : HEI was asked for clarification of DVV's queries. The clarification documents disclosed that the teachers of several institutes had delivered invited lectures and visited once or twice at other institutes. Therefore, could not considered as functional MoUs. Moreover, these MoUs are not on the valid Stamp paper or E-stamp paper, therefore, not binding in nature.

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
14.98	55.65	66.87	106.23	58.38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.98	55.65	66.87	106.23	58.38

**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 : 108

Answer after DVV Verification: 108

**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
41.68	77.53	91.06	127.95	79.72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.51	6.76	8.72	5.38	4.29

Remark : Maintenance of infrastructure, encompassing both physical facilities and academic support facilities, is essential. According to NAAC SoPs, recurring or routine administrative expenses, such as electricity and telephone charges, are not admissible. The expenses must be tangible. For instance, while Annual Maintenance Costs (AMC) are not physical assets themselves, they are necessary for the operation of tangible assets like computers. However, HEI has added all the routine expenses as Electricity Charges, Telephone Charges, etc.

**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
4434	3606	2640	2853	2710

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4434	3606	2640	2853	2710

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
1084	943	519	495	714

Answer After DVV Verification :

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

Remark : HEI has stated that add-on courses were also delivered as courses for career guidance. In DVV's humble opinion, the current metric specifically calls for career counseling and guidance "PROGRAMS." (Please note that the metric explicitly uses the term "program.") While VACs offer certain benefits, they do not inherently meet the specific needs of exam preparation or career guidance, which require, at least, department-specific mentoring. Therefore, equating a VAC to a program designed to focus solely on activities tailored to specific examinations or student groups is inappropriate and does a disservice to those who conduct such programs in that manner. Moreover, even semantically, counseling or guidance cannot be effectively concluded via a course; it should be a department-specific, quarterly series of exercises.

5.1.4	<p><b><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></b></p> <ol style="list-style-type: none"> <li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li> <li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li><b>3. Mechanisms for submission of online/offline students' grievances</b></li> <li><b>4. Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																														
5.2.1	<p><b>Percentage of placement of outgoing students and students progressing to higher education during the last five years</b></p> <p><b>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</b> Answer before DVV Verification:</p> <table border="1" data-bbox="308 792 1046 927"> <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>161</td> <td>167</td> <td>61</td> <td>76</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1005 1046 1140"> <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>139</td> <td>133</td> <td>56</td> <td>66</td> <td>32</td> </tr> </tbody> </table> <p><b>5.2.1.2. Number of outgoing students year wise during the last five years</b> Answer before DVV Verification:</p> <table border="1" data-bbox="308 1218 1046 1285"> <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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	161	167	61	76	32	2022-23	2021-22	2020-21	2019-20	2018-19	139	133	56	66	32	2022-23	2021-22	2020-21	2019-20	2018-19					
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5.3.1	<p><b>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</b></p> <p><b>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</b> Answer before DVV Verification:</p> <table border="1" data-bbox="308 1644 1046 1778"> <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>41</td> <td>36</td> <td>0</td> <td>19</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1856 1046 1991"> <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>01</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Revised as per the certificates provided. Except for one, the rest are inter-collegiate</p>	2022-23	2021-22	2020-21	2019-20	2018-19	41	36	0	19	16	2022-23	2021-22	2020-21	2019-20	2018-19	01	0	0	0	0										
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41	36	0	19	16																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
01	0	0	0	0																											

level.

**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
16	21	4	12	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	06	02	06	05

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	0	0	0

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

**6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	12	19	48	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
33	12	16	51	7

**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
22	22	20	19	19

Answer After DVV Verification :

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

6.5.2

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

7.1.2

**The Institution has facilities and initiatives for**

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

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**

Answer before DVV Verification : A. All of the above

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

Remark : Revised as per the clarification provided.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 25            Answer after DVV Verification : 29</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>24</td> <td>24</td> <td>22</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>24</td> <td>25</td> <td>24</td> <td>22</td> <td>21</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	25	25	24	24	22	2022-23	2021-22	2020-21	2019-20	2018-19	24	25	24	22	21
2022-23	2021-22	2020-21	2019-20	2018-19																	
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24	25	24	22	21																	