



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		BALURGHAT B.ED. COLLEGE
• Name of the Head of the institution	INDROJIT SAHA	
• Designation	TEACHER-IN-CHARGE	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	03522259179	
• Mobile No:	9434963214	
• Registered e-mail ID (Principal)	balurbedcollege@gmail.com	
• Alternate Email ID	NIL	
• Address	MANGALPUR, BALURGHAT, DAKSHIN DINAJPUR	
• City/Town	BALURGHAT	
• State/UT	WEST BENGAL	
• Pin Code	733101	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Rural	

• Financial Status	Self-financing				
• Name of the Affiliating University	The West Bengal University of Teachers' Training, Education Planning And Administration				
• Name of the IQAC Co-ordinator/Director	SUBHADEEP DAS				
• Phone No.	03522259179				
• Alternate phone No.(IQAC)	0				
• Mobile (IQAC)	7047512367				
• IQAC e-mail address	dassubhadip@gmail.com				
• Alternate e-mail address (IQAC)	NA				
3.Website address	http://www.balurghatbedcollege.org/index.php				
• Web-link of the AQAR: (Previous Academic Year)	http://www.balurghatbedcollege.org/aqar.php				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.balurghatbedcollege.org/pdf/Aca1920.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C	1.71	2009	15/06/2009	20/04/2012
Cycle 2	B	2.21	2012	16/09/2012	20/04/2017
Cycle 2	B	2.50	2017	27/11/2017	26/11/2022
6.Date of Establishment of IQAC	10/09/2008				
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	0
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		3		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<ul style="list-style-type: none"> COVID-19 Awareness Drive Implementation of online teaching learning and evaluation through Zoom, Google meet, WhatsApp and email IQAC and department of Education jointly organized a national webinar on "Digital Teaching during COVID-19 pandemic with special reference to Teaching Learning Process" Inter departmental power point presentation competition. 				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
To sanitize the whole college campus	The entire college campus including the hostel, office rooms, classrooms, library, and the entire open space was thoroughly sanitized
To follow and implement the instructions of the Ministry of Health, Govt. of India	The instructions from the Ministry of Health, Government of India were honestly followed and accordingly several measures were adopted to protect the entire college campus against the infection of this corona virus
To introduce online classes	Since nationwide lockdown was imposed resulting in the closure of all educational institutions, the college introduced online classes for students to keep them engaged in learning and to keep their teachers engaged in teaching. The online classes benefitted the students immensely.
To provide e-library facility to the faculty members and the students	E-library facility was provided to all teachers and students to meet their learning demands
Improvement of networking and the speed of Campus Internet connection.	Different network switch and networking cable have been upgraded and improved
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
GOVERNING BODY MEETING NO. 71 (IQAC MEETING NO. 47 DATED 15-12-2020, MEETING NO. 48 DATED 10-03-2021 & MEETING NO. 49 DATED 22-06-2021)	11/12/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	24/01/2022

15. Multidisciplinary / interdisciplinary

A distinctive feature of Balurghat B.Ed. College is the sustained effort of its IQAC towards curriculum enrichment through interdisciplinary and multidisciplinary activities as they provide a social context and perspective to the teaching-learning process and an opportunity to broaden the knowledge gained from regular curricular activities. IQAC proposed further professional development of the staff as per norms of NCTE which has been achieved. Warning against the spread of covid-19 pandemic was widely circulated to let students, stakeholders, teachers and people be aware of the dangerous consequences of this virus. The college lets them know what they all should do and should not do as per instructions of Ministry of Health, Govt. of India. The entire college campus was fully sanitized and the sanitization was carefully monitored by the college authority. Importance was given to the continuation of the teaching learning process and so online classes were introduced effectively. Even e-library facility was provided to teachers, and students to successfully do their learning activities. Recognizing the future paradigm shift of higher education towards a multidisciplinary model, as envisaged in the new education policy of the government, this endeavor of the IQAC reflects foresight and prepares the institution for seamlessly adopting the new policy, when implemented. The college staff encouraged to create YouTube videos on various aspects, webinars on the relevant issues and so forth.

16. Academic bank of credits (ABC):

Keeping in view the NEP-2020 towards an effort to shift to a credit based system, the UGC has mandated that all students should be enrolled in the Academic Bank of Credits. The ABC platform will enable all students to digitally store and transfer credits earn

during their academic career. For the same, students are requested to enroll themselves on the ABC Platform and get their ABC id.. Students are encouraged to get themselves registered on the ABC platform developed by the National e - Governance division under the Digi Locker framework

17.Skill development:

- Development of teaching skills:
- Development of listening, reading, speaking, and writing skills:
- Class Management Skills
- Observation Skills
- Students' engagement skills
- Time Management Skills

Communication Skills

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The college uses different mode of communication comprising of Bengali, and English for curriculum transaction. The medium of curriculum transaction is Bengali and English; however the Sanskrit language is included as a method subject. Students are oriented to ancient Indian Knowledge as there are various subjects, courses, units that deal with Indian History, culture and online course. The college observes national days giving reverence to the great saints and idols for propagating their teaching, contributions, sacrifices and service.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

- Online learning mode was adopted during the pandemic situation
- The college made all efforts to continue without any break comprehensive evaluation of teaching learning and elicitation of feedback from the teachers and students for better performance.
- The IQAC of the college played a crucial role in this direction through her constant observation and holding frequent meetings with the staff and the students to get their opinion and experience how to improve the entire teaching learning process in the college.

- Online mode was adopted for the entire teaching learning process so that the interest of the students was not hampered.
- Online examinations were held by the university and the evaluation was done by the college as per instruction of the affiliating university.
- Covid-19 pandemic situation led to the imposition of nationwide lockdown resulting in complete closure of educational institutions of all levels. Naturally practicum program like school internship etc as the essential part of teacher education program was not held. Teachers strive to prepare and present the instructional material in such a way that leads to Outcome Based Education.

20.Distance education/online education:

Teachers strive to prepare their instructional material and taking the classes through the virtual mode. However during the Covid-19 pandemic period, online education provided by the faculty members proved to be a boon for the students which gave them an opportunity to come to terms with synchronized and asynchronous modes of online learning. Although student faced problem to participate in classes provided to through online, gradually they got adapted to it.

Extended Profile

1.Student

2.1 241

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 250

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 137

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4 167

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 119

File Description	Documents
Data Template	View File

2.6 250

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 5.17

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 7

Total number of computers on campus for academic purposes

3. Teacher

5.1 38

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1	241
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	250
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	137
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	167
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year	119
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File Description	Documents
Data Template	View File

2.6	250
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	5.17
4.2 Total number of computers on campus for academic purposes	7
3.Teacher	
5.1 Number of full-time teachers during the year:	38
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	42

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Balurghat B.Ed. college follows the guidelines issued by the affiliating university in planning and implementation of the curricula meant for the two teacher education programmes i.e. B.Ed. and M.Ed. This activity of curriculum planning is planned, supervised and monitored by a special team consisting of experienced teachers headed by the Principal. Experts from outsides are often invited to plan curriculum delivery and train teachers how to present curriculum delivery effectively. Providing suggestions as and when needed; faculties attend workshop & seminars organized by Higher Education Department, Govt West Bengal. The Management discusses with the Principal and both the members of teaching and non-teaching staff for development of

curriculum in the form of giving suggestions and constructive remarks on it, to help the principal for smooth administration of the college. Besides, the Management discusses with the members of the Governing Body for the allocation of resources to be utilized by the institution for the preparation of trainees. Depending on our resource potentiality, institutional goals and concern towards the students, we impart quality education. IQAC prepares academic plan of the year. At the beginning of each academic session, college prepares its proposed academic calendar. Time Table committee designs Time Table for all programs as per the affiliating Board and the affiliating University norms. It is displayed on notice board. Teachers are informed about their workload and courses (Subjects).

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.balurghatbedcollege.org/pdf/1677047438_Doc.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available	
1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year	
6	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	http://www.balurghatbedcollege.org/pdf/Aca_2122.pdf
1.2.2 - Number of value-added courses offered during the year	
6	
1.2.2.1 - Number of value-added courses offered during the year	
6	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
90	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
90	

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

00

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The college follows the curricula of both B.Ed. and M.Ed. program constructed and introduced by the affiliating university. It tries hard to achieve the goals of the curricula added with a number of innovative techniques and designs, teaching models and teaching methods. The classroom teachings as per the syllabuses of the both programs are carefully monitored and the output of the classroom teaching is assessed with top priority accorded to the achievement of the goals of the curriculum. Maximum professional ethics is maintained with respect to teaching and implementation of curricula through the classroom teaching with additional information from the world of knowledge to enrich the curriculum of the B.Ed. program as well as the curriculum of the M.Ed. program. Teachers are trained and also encouraged to enrich themselves to acquire abilities to implement the curriculum. Expert opinions and suggestions are taken to facilitate the implementation of the program with an eye to the best implementation of the curriculum with the best interest of the students so that the students are empowered to apply their knowledge and skills in the real-life situation.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The school education system in India is more or less identical. School education is controlled by board. Each state has its own board to introduce and implement school education policy of the state government. The board is controlled by the Department of School Education which is under the Ministry of Education of the state. The board controls appointment of teachers, teachers' service, their duties and responsibilities and the teaching learning process through the district education officers. Each district has a district education officer and in West Bengal he is called District Inspector of Schools (SE) and for primary education there is a board that controls everything including primary education curriculum syllabus, teachers' appointment, service and evaluation. The evaluation system is based on marks obtained by students or grading system. This is followed in many countries of the world.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The college accords supreme importance to

- Enrichment of the students' knowledge in the field of the specialization.
- Updating of knowledge in the field
- Full awareness of the goals of the curricula related to the teacher education program
- Understanding of the needs of the students in relation to learning
- Simplification of teaching and learning processes and methods
- Understanding psychology of individual students
- Formation of self-concept
- Adoption of ICT for learning facility.

The college provides all maximum possible supports through the faculty members to the student to have a comprehensive understanding of various learning engagement inside the classroom and outside the classroom.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

243

2.1.1.1 - Number of students enrolled during the year

243

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

68

2.1.2.1 - Number of students enrolled from the reserved categories during the year

136

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The college tries hard to identify and classify the students in order to specify different learning needs of students in order to successfully provide teacher education and training to them. The following process is followed:

- Identification of the level of knowledge of the students
- Determination of the students' learning psychology
- Determination of the students' socio-economic background or family status.
- Determination of students' physical or mental strength for which additional support is required.
- Classification of students as per determination of needs in relation to their effective learning.
- Arrangement for special classes for additional efforts from the teachers to bring the students to the equal level of learning.
- Provision of additional academic support to those students' falling behind normal level of quality.
- Special monitoring steps for the implementation of plans to bring about uniform daily learning in the classroom.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

All of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

10:1, 8:1

2.2.4.1 - Number of mentors in the Institution

38

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The college is committed to the full and successful implementation of the curricula of B.Ed. and M.Ed. programs. To implement the curricula teaching mode or approach is adopted in accordance with the requirements. The students are exposed to such incidents or facts that help them to have personal experiences in relation to what they are learning. They are encouraged to participate in various course based learning oriented activities. They are left to face learning problems in relation to their course in order to solve by themselves. Puzzling questions are placed before them to rake their brain to solve them. Group discussion among the students under the guidance of the teacher is held to develop the thinking ability, improve intellectual efficiency and innovative mind and logical argumentum ability. Sometimes teachers hold online programs to be connected with all students in order to enable the teachers to provide learning elements to them in a body.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

38

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://www.balurghatbedcollege.org/smart-class.php
Any other relevant information	View File

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

243

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	http://www.balurghatbedcollege.org/smart-class.php
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The faculties of the college provide continual mentoring to students for developing professional attributes in them. Group activities are organized for nurturing and strengthening team spirit and for enabling them to work in groups and to develop skills like cooperation, coordination and democratic participation. However, during this pandemic situation no group activities were encouraged keeping in view the guidelines of the WHO, the instruction of the Government and the notice of the affiliating university.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-

Five/Six of the above

from local to regional to national to global	
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded
2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students	
<p>The students are engaged in the community-based activities and they visit the community for literacy campaign, environment related initiatives, health and other related activities. After their visit, they are asked to prepare a field study report and share their experience. Some problem-solving initiatives are taken up and they initiate to give their views and opinions to sort out the situations. In this academic year, no such initiative was taken up owing to the outbreak of Covid-19.</p>	
File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
2.4 - Competency and Skill Development	
2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Ten/All of the above
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students	All of the above
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through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	View File
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship program is an essential part of both B.Ed. and M.Ed. courses. The college adopts all measures to systematize the internship programs. It plans and prepares steps to be taken to make the program effective in the following manners:

- The principal holds meeting with the teachers
- Plans are prepared
- Educational institutions are contacted and selected for internship program
- The district Education Officer is informed with request to instruct the selected educational institutions to allow internship program in the respective institutions.
- The principal holds meetings with the students for internship programs and explains to them the meaning, purpose, aims and significance of the internship programs. The faculty members explain to the students how they will do to make the internship program effective.
- The students are grouped under several batches and each batch is for one educational institution. They are trained how they are to play their role in the institution as teachers through their participation in the internship program.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year**166**

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The entire internship program is carefully monitored. The principal forms a small team to visit each educational institution to determine the performance of the students' and prepare brief reports on the performances of the students in the internship program in order to daily examine the progress and plans more

effective measures if necessary to ensure optimal impact of internship in the educational institutions. The teacher educators, the school principals, the school teachers and the peers interact regularly among themselves in relation to the plan and aim of the full effectiveness of the internship program. The principal meets the Head of the schools to get their suggestions, opinions, and supports in this direction.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

38

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

6

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

38

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

38

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

The teachers are always inspired by the principal to remain updated professionally in order to prove quite effective in the classroom. They regularly study the subjects of the specialization to remain refreshed in relation to the knowledge of the subject. They regularly study research journals to be aware current reports on the status of education, teacher education, new principles and methods of teaching and learning, various methods of classroom lesson and presentation, motivation to students towards learning and finally to enrich and enhance their quality as teachers. They use the facility of ICT to share current knowledge in the field of their subject specialization as well as in the field of teacher education with the colleagues, friends working in other institutions and to know the policies, norms and regulations of other institutions of education.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The evaluation of the students on the basis of examinations is an integral part of the teaching-learning process. The faculty informs and elaborates the syllabus along with internal and external evaluation scheme, its objectives and paper patterns to students at the beginning of their respective academic session.

The faculties provide extra guidelines and counselling to students regarding evaluation whenever required. Internal Evaluation of the students is based on Assignments, Class Tests, Seminar Presentations, Group Discussions and Field Projects etc. Internal Assessment is conducted by the teachers in the colleges. It helps in evaluating the teaching-learning process. The success of the teaching learning process is reflected through internal assessment. It helps in upgrading the academic graph of the students. The internal assessment system of the college is very robust and transparent. The internal marks of the students are sent to the university by following the laid down procedure of the university under the supervision of the Principal. Strict confidentiality is kept by the college administration. The external result (theory and practicum) of the students is declared by the university in the university website.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

Students, in case of having grievances related to examination can write to the Principal/Chairperson of the Grievance Cell shortly after the examination is over. The grievances related to unit test/ Exams/Class tests/Assignments are dealt with at college level by the concerned committee. If students have grievances regarding university examination, their grievances/ complaints/ requests are forwarded to the Controller of Examinations, of the affiliating university, for further necessary action in this regard.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

An academic calendar of the college is prepared by the committee at the beginning of the academic session to guide the students and the teachers to make the entire teaching learning process effective. The Principal monitors the implementation of the academic calendar which he prepares to hold continuous internal evaluation of the progress of students learning keeping pace with

the completion of the teaching of modules for each semester. For the current academic session, the academic calendar was prepared and followed meticulously by the teachers in the college. Marks of the Internal Assessment should be sent to the University. Working days are strictly followed as per the university guidelines. Tentative dates for curriculum related works like completing discussion lessons, demonstration lessons, micro-teaching, etc. Several programmes like seminars, workshops, awareness programmes are undertaken by the faculty and tentative dates for these are displayed. A systematic evaluation process is practiced in the college. Sometimes the regular academic calendar gets changed due to some circumstances. Moreover due to the outbreak of Covid-19 the whole academic got affected not only in the state of West Bengal but globally every institution, departments, organizations etc were drastically affected by this.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The college puts emphasis on the following to achieve Program Learning Outcomes in relation to B.Ed. and M.Ed. programs.

- Understand basic concepts and ideas of educational theory.
- Build understanding and perspective on the nature of the learner, diversity and learning.
- Comprehend the role of the systems of governance and structural - functional provisions that support school education.
- Develop understanding about teaching, pedagogy, school management and community involvement.
- Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT.

The college is very much active and rational in achieving Course

Learning Outcomes in relation to B.Ed. and M.Ed. Programs. It attempts to:

- accomplish mastery in teaching competency
- develop in students techno pedagogy skills
- develop and strengthen critical thinking about specialized areas of education
- develop insight into the inclusive sensitization in students.
- disseminate the values and social responsibilities to the next generation
- understand the growth, stages and dimensions of child development
- comprehend the role of play and media on child development
- examine the impact of urbanization and economic change on child development.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The program learning and course learning outcomes of the students reveal:

- Students' progress in comprehensive learning,
- Students' acquisition of knowledge,
- Students' enrichment in the area of learning in the learning

programs and courses,

- Students' concept formation,
- Students' attainment of skill and efficiency in profession,
- Students' improvement in professional attributes as well as personal attributes in dealing with real-life situations and educational attainment.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

167

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Learning needs are to help and support the students to bridge the gap between the learner current level of knowledge and the level of knowledge and skill required to perform a task. The college tries:

- to arouse interest in the learner in learning what they need to learn
- to develop competence in them

- to develop self-determination
- to develop the sense of relatedness

The college tries to provide essential resources to the students for physical, psychological and spiritual development. The teacher educators do their best to develop:

- the level of knowledge,
- language communication skill,
- intellectual development,
- physical development,
- moral development

Development of the qualities needed to be able to become a responsible member of the society and valuable resources of the nation.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Yes, the students satisfaction survey is done through online process

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

All of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for

All of the above

innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**

4

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

22

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

400

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

200

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

800

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

800

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The students are encouraged to participate in various social issues and community development programs in order to develop the society educationally and culturally and to create awareness among people of various issues related to community development. The students participate in:

- Social welfare program
- Literacy program
- Health awareness program
- Prevention of evil practices in society
- Prevention of harmful activities

The students participate in seminars, workshops, public discussion; develop understanding about these matters to successfully apply them in their activities. The college guide them and support them so that they are able to successfully perform their function as dependable persons in social and community development program.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

150

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

13

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

13

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

34

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words)
(information to be available in institutional Website, provide link) The Balurghat B.Ed. College has well equipped classrooms for different mediums of instructions like English, Bengali and Sanskrit. We have different rooms for each method like English, Bengali, Sanskrit, History, Geography, Political Science, Physics, Life Science, Mathematics, Computer Science and Application. Classrooms are fully ventilated and well lighted. It has physical facilities like fans, tube lights and good sitting arrangements. Regarding the library, the working time of the library is from 11:00am to 5:00pm. From the reference section students can refer books for relating to their course, competitive examinations, general awareness and personality development. The library is opened to alumni, teachers from lab school and outside research scholars also. In Psychology, science and Mathematics lab student teachers engage in experiments. Language and Social science students are also practicing the skills in their departments. The college had provided a well equipped language laboratory for the students. Research colloquium is also conducted for M.Ed students for quality Dissertations.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

8

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	http://www.balurghatbedcollege.org/infrast ructure.php
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

31.54

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

- Hardware and software
- Computer assistance to perform traditional library activities,
- Computer to housekeep library activities,
- Computer to perform the functions of acquisition, cataloguing, number management, circulation, serial contents, inter-library lending and access to online public access catalogue.
- Computer to manage the movement of books and maintain records of the members in the library
- Computer used to manage all functions in the library,
- Computer to help the librarian to maintain the database of new books.
- Computer to maintain, organize and handle countless books.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://45.126.161.54/cgi-bin/index2.asp
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The library of the college is automated with software management system This system helps the librarian to keep track of countless number of books to maintain the number of books, maintain the movement of books, identify issue and get back the books from the borrowers. It also help the librarian to remain updated and refreshed about the details of books and new publications of books. By virtue of this facility the librarian maintain the record of books and organize easy and instant book identification and also connect with other sources of books of different libraries of educational institutions of the world.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.14

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

188

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	NIL
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways
Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

None of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

ICT is used as one of the major instrument of teaching learning of the college. The college is well equipped with ICT facilities that include smart class, computer-aided class, and online class with LAN and MAN facilities. Internet facility is provided to teachers and students to avail internet connectivity with various institutions and different experts in the fields of teacher

education and subject specialization fields. Wi-Fi facility has been installed has been installed in April-May 2017 and presently Broadband internet facility is provided to all for teaching learning facility and updating. For Wi-Fi facility the college is to pay monthly bill to continue the service unbroken.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

5:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

C. 250 MBPS - 500MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio /

One of the above

**Live studio Content distribution system
Lecture Capturing System (LCS)
Teleprompter Editing and graphic unit**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	NIL
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	NIL
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

71.05

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college maintains and utilizes physical, academic and support facilities through laboratory, library, sports complex, computers, classroom and others to effectuate classroom teaching and learning to the best satisfaction of teachers and students. The laboratories are housed in suitable rooms maintained properly and equipped with all requisites apparatus and elements. The respective subject teachers are in-charge of each of the

laboratories. The librarian performs all activities of the library which is automated, that is equipped with hardware and software facilities. The sports complex is carefully maintained. The computers meant for teaching and learning are in full operation. The computer teacher cares for the computer on a regular basis. The classrooms are well ventilated, well spaced with sufficient light facility and sitting arrangements.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.balurghatbedcollege.org/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	All of the above
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File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Five or more of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
2	0

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

1

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

2

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The student Council of the college discharges various functions in the development education and learning that include:

- Assisting in planning and development of various cultural,
- Organizing sports,
- Holding social, recreational and other educational activities of in the interests of students in the college.

The council provides scope to contribute to the development of students' leadership skills, program planning and volunteering to develop in them the quality to lead in the society in future. It plays a positive role as a cohesive body to implement various education-oriented programs organized by the college.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

00

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Alumni Association is an effective support system of the college and plays important roles:

- To motivate the students towards quality learning and career building for employment opportunity'
- To identify talents and nurture them'
- To suggest necessary measures and processes in this direction.

The association sits with the students to search for talent identification. It acts as:

- A force of motivation through their own achievements, building of career, and jobs they are in.
- A recommending agency for the nurturing special talents.
- A platform to provide support to the special talents
- A agency to advise the college to provide support to them
- A platform to guide them toward academic achievement.

The Alumni Association advises and cooperates with the college in all plans and programs for the development in the interest of students.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

**5.4.2 - Alumni has an active role in the regular institutional functioning such as
Motivating the freshly enrolled students
Involvement in the in-house curriculum development
Organization of various activities other than class room activities
Support to curriculum delivery
Student**

All of the above

mentoring Financial contribution Placement advice and support

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association is an effective support system of the college and plays important roles:

- To motivate the students towards quality learning and career building for employment opportunity'
- To identify talents and nurture them'
- To suggest necessary measures and processes in this direction.

The association sits with the students and search for talent identification. It acts as:

- A force of motivation through their own achievements, building of career, and jobs they are in.
- A recommending agency for the nurturing special talents.
- A platform to provide support to the special talents
- A agency to advise the college to provide support to them
- A platform to guide them toward academic achievement.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The college is set up to provide quality teacher education and training to the students who belong mainly to the economically weaker sections, tribal communities and backward classes. Its aims are:

- To provide the facility of teacher education to the poor students
- To provide teacher education to the students belonging to the backward classes.
- To produce quality teachers for the society for quality students,
- To manage, administer and control the college through a Governing Body constituted by experienced, professionally successful persons, having remarkable contributions to the society.
- To engage the teachers in various social changing activities in tune with the goals of the curricula of BEd and MEd programs. The teachers are encouraged to present their lessons in the classroom with an eye to empower the students to not only play the role of teachers alone but also the role of efficient and able leaders of the society.
- To encourage the students to set the mind to play the role of leaders of society and builders of nation through their quality education.

- To train and inspire the non-teaching staff to help the college to achieve its aims.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The college is self-financed, un-aided private institution of education and it is managed by a Trust. It has a well constituted Governing Body with persons from different classes of the society with successful professional backgrounds. Various committees and cells have been formed as a part of the decentralization of the power of the governing body. The committees and the cells participate in assigned activities intended for development of the college. The Governing Body tries to implement the recommendations of various sub-committees and cells for the development of the institution and the progress of teaching learning status. There is a close coordination between the Trust and the Governing Body and the sub-committees and cells of the college.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Transparency in finance, academy, administration, and other functions is the soul of the college management. The college:

- Is self-financed, unaided, non-government, non-profit institution of teacher education,
- Is run with financial support from admitted students' course fees (reduced in students' interest),
- Gets the accounts regularly audited by competent chartered accountant,
- Pays salaries to all teaching and non-teaching staff through bank accounts,
- Spends money saved against income towards infrastructure development,
- Is administered by a duly formed Governing Body as per guidelines of the affiliating university,
- Places all future plans of actions before the Governing Body and acts as per resolutions of the GB.
- Administers all activities and maintains the academic instructions and guidelines of the University,
- Follows all university instructions right from teaching-learning to examination, teacher appointment to teaching learning weekly and daily period, etc.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The college plans to develop its infrastructure step by step in an attempt to attain excellence in teacher education. It places emphasis on the development college library which is now enriched with text books, reference books, research magazine and journals of national and international recognition. The college library is now enriched with:

- Titles of text books relevant to the teacher education program exceeding more than six thousand,
- Reference books of national standard,
- Computerized system,

- Automated facility,
- Free Xerox facility,
- Supply of relevant study materials
- Simplified book borrowing system,
- Computer facility in the library,
- Good and scientific seating arrangement inside the library,
- Internet facility with broadband WiFi installation,
- Link with grade 01 institutions of higher education of the country,
- Adequate number of qualified librarians and library support staff.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	NIL
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The college has institutional bodies as per requirements on the basis of NCTE and affiliating university's norms and guidelines for the sake of smooth academic and general administration. The duly constituted Governing Body tops the institutional bodies to run the entire administration of the college. It plays the key role in all decision-making and decision implementation.

The IQAC looks into the matter of infrastructure development, improvement of quality teacher education, teacher quality enhancement, and overall development of the college.

File Description	Documents
Link to organogram on the institutional website	http://www.balurghatbedcollege.org/index.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The resolutions of the GB in relation to all aspects of academic and general administration are implemented. The decision of the IQAC taken for the installation of a generator of 45 KV capacity was implemented. The online interaction with the students in relation to the creation of awareness of Covid- 19 protocol was done as per decision of the beautification committee. The decision for providing reading and learning support online to the students was implemented. The student council of the college implemented its decision to contact the students of the college online to discuss and interact with them on various matters relating to awareness and prevention of Corona virus as per instruction of the Ministry of Health , Government of India.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The college has adopted and introduced the following welfare measures for teachers and non-teaching staff that include:

- Facility given in the admission in teacher education programs to the wards of the faculty and the staff'
- Maternity leave with full salary as per the norms of the Government of West Bengal and other related permissible benefits to female faculty and staff,
- Medical leave and aid given to faculty and non-teaching staff'
- Provision for crèches, canteens, recreation, quarter facility, sanitation and safety at work place
- Financial aids of possible permissible amount given to faculty and non-teaching staff in the case of occurrence of untoward incidents like death, accident and medical treatment,
- Provision for provident fund benefit as per norms and rules, workmen compensation, sickness, etc.
- Provision for other welfare measures on the principle of broad human sympathy.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

00

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

2

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

38

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

The college has introduced and maintained teacher performance appraisal system as well as that of non-teaching staff. The teacher performance appraisal is based on the following performance standards of teaching:

- Level of knowledge of students of the course programs pursued,
- Level of knowledge of content and planning,
- Instructional delivery,
- Safe, effective learning environment in the classroom,
- Teacher's language communication skills with the students,
- Teacher's collaborative approach towards the solution of students' learning problems,
- Teacher's devotion to teaching profession and professional ethics,
- Teacher's ability, skill and efficiency in the act of assessment of learning and student academic progress,
- The role of teacher as the facilitator of learning for

students.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The college has a regular auditing system. The income and expenditures process is carefully followed. Separate accounts are maintained against each head of expenditures. It has appointed an expert account employee who maintains the accounts of income in the form of course fees and daily expenditures against maintenance of the college as well as the plan-based expenditures for infrastructure development. All the accounts are first internally audited by an expert qualified auditor. The college has engaged a chartered accountant for external audit. All the accounts are kept updated. The accounts are duly and properly audited. This system is maintained every year with no objection in any form from both the internal and external auditors.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

00

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Since the college is self-financed, non-aided private institution of teacher education, course fees collected from students are the only source of fund of the college. The entire fund is properly utilized in the following manner:

- Payment of salary to the teaching and non-teaching staff through bank accounts,
- Expenditures against infrastructure development,
- Repairing and maintenance of the college buildings,
- Purchase of books and ICT items required for teaching learning,
- Expenditures against the supply of round-the-clock electricity to the college,
- Campus maintenance and beautification,
- Faculty and non-teaching staff welfare,
- Daily office maintenance and others.

The college admits students to the teacher education programs at reduced amount of course fee (50% of the course fee fixed by the Government of West Bengal).

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC of the college gives top importance to quality assurance in relation to quality teacher education. It recommends to the Governing Body for implementation of the following in order to ensure the achievement of quality teacher education:

- * Teacher quality enhancement activities
- * Teachers self-enrichment and self-enhancement drive
- * Teacher to participate in seminars and workshops
- * Teacher to write research articles
- * Teacher to publish articles in UGC recognized journals
- * Teachers to upgrade their qualifications
- * Non-PhD teacher holders be inspired to take up PhD program
- * Students to prepare themselves for further higher education and competitive examinations
- * Students to participate in national and international seminars and institutional workshops, sports and games and also cultural wings and yoga

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC emphasizes effective teaching learning process of the college. It reviews the institutional efforts and initiatives in the direction of improvement of the process with full support and participation in the faculty members under the leadership of the principal. The institution performs the following functions as the step to review the teaching learning process of the college:

- * To monitors the teaching learning process to examine the teaching learning process of the college
- * To analyze the functions of the teacher in the direction of the teaching learning process
- * To review the role of the principal as the leader of the review team
- * To examine the successive progress of the students

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

32

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

All of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.balurghatbedcollege.org/pdf/PROCEDINGS%20OF%20IQAC%202020-2021.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.balurghatbedcollege.org/aqar.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The college carefully examined the recommendations the 1st cycle NAAC Peer team and 2nd cycle NAAC peer team and considered the recommendations to follow the suggestions there in to make incremental development as recommended. Incremental improvement as per 1st cycle and 2nd cycle recommendations the college has so far provided all optional papers, encouraged participative role of teachers in the academic development of the college, followed the systems and regulatory frameworks by the trust, enriched the library with more titles of books and journals, introduced M.Ed. course, organized seminars, workshops and conferences along with a number of outreach programmes of social and national importance, emphasized and introduced computer assisted teaching and learning, made the campus eco-friendly, held the time bound course for the development of communication skill in English language among students and teachers, encourage the teachers to attend seminars and workshops, organized teacher and non-teaching staff professional development programme, constructed ramp and provided ICT equipped smart class rooms.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The college has adopted necessary measures to prevent misuse of power. The measures in this respect include:

- Central switching system to control the supply of power to

each building blocks and room,

- Central cut-out system installed to prevent fire due to short-circuit,
- Mother switch installed to control to supply electricity to all blocs of the college campus,
- Power supplied to the college campus through separate transformer system,
- Employees are here to check and supervise the power supply system in the college campus.
- Around 01 KW power is consumed per day in the college.
- Instalation and supply of 25 KW on Grid Roof Top Solar Photovoltaic Project System and 25 KW Grid BOS order on 24-06-2019 vide reference No. 493/B.B.Ed./I-XLI and issued through M/s. APN Solar Energy Pvt. Ltd. 602, 5th Floor, Hari Om IT Park, Mahajanwadi, Heer MIDC Tank Naka, Mira Road East, Thane.

The college has installed one 45 KV generator to ensure the supply of power to the college campus during the period when electricity supply remains suspended from the source because of unavoidable situations.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The college has a defined policy for waste management to keep the campus clean and pollution free. The policy comprises:

- Installation of dust bins at every appropriate point,
- Regular sweeping of the entire campus,
- Sweepings collected and dumped in the government controlled dumping ground,
- Inside the college campus, underground channel by way of pipeline and constructed concrete drainage system to carry off sewage and rainwater and other liquid flows to sewage farms for treatment as well as for natural water way disposal,
- Plastic materials are segregated from the sweepings, waste papers tree leaves to avoid soil pollution and water

pollution,

- Dump vehicles from 6, Danga Panchayat carry off all the waste materials from the college campus thrice a week.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

All of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of

cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The college is very much interested in the principle of cleanliness. It is additionally inspired by our national program called "Swachh Bharat". It has adopted all possible measures to maintain cleanliness that include:

- Regular sweeping of the campus,
- Dust bins to prevent littering,
- Daily activities to keep the campus clean under strict supervision
- Better hygienic drainage system,
- Sanitizing activities are regularly carried out as per guidelines of the Ministry of Health, Government of India,
- Greening the campus to prevent pollution and beautify the campus,
- Plantation was done and plants and trees are planted to control pollution,
- Students, teachers, and staff are instructed to abide by sanitation guidelines from their personal ends,

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

2.97, 0.10

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

The college is located in the area with natural scenic background and the inhabitation of mostly tribal people. It launches campaigns to protect the local environment and nature. The campaigns include:

- To save trees,
- To plant trees,
- To keep the locality clean,
- To maintain hygienic drainage system,
- To shun the use of plastic bags,
- To create awareness among the people of the need and value of sanitation,

- To promote local language,
- To encourage the tribal people to come closer to the mainstream social life,
- To motivate the tribal people towards education and empowerment,
- To mobilize public opinion against harmful social practices,
- To convince the tribal people to stop drinking wine,
- To encourage the tribal people to maintain sanitation.
- To campaign for mass literacy among the tribal people.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

The institutional best practices that were implemented by the college include lecture practices and thoughtful questions.

The students are given a list of topics for each student to choose one topic to prepare and deliver a lecture thereon in order to develop in each of them the habit of speech making and the ability of instant thinking.

The second practice is to present before the students thoughtful and brain-raking questions so as to develop in them the mental ability to rightly think on puzzling questions and find their answers. This is a step towards their mental exercise. Due to pandemic no activities were held.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The college was set up with vision of quality teacher education to prospective and in-service teachers in order to produce quality teachers for quality education and to provide maximum possible support to poor students of backward and tribal communities to receive teacher education. The performances of the college in the fulfillment of its vision include:

- Appoint quality teacher educators for quality teacher education selected by the university,
- Appoint highly experienced, devoted principal to devise and adopt necessary steps to improve teaching-learning activities as per the vision of the college,
- To encourage and motivate the young generations to receive teacher education,
- To reduce the government fixed course fee up to almost 50% to enable the students to be admitted to the teacher education programs.
- To provide all possible permissible support to the students to successfully complete teacher education programs,
- To motivate the students to join social and national programs to attain leadership qualities in future,
- To help the students to be self-reliant and empowered in life.
- To inspire the students to join the movement of 'New India for Young India'.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded