BALURGHAT B.Ed. COLLEGE

Mangalpur, P.O + P.S. Balurghat
Dist. Dakshin Dinajpur, Pin-733101
Telephone No: 03522-259179
Website :www.balurghatbedcollege.org
E-mail : balurbedcollege@gmail.com

Affiliated to The West Bengal University of Teachers' Training,
Education Planning and Administration
UGC 2(f) & 12(B) and NCTE Recognized
NAAC Accredited with Grade 'B'

SELF – STUDY REPORT (SSR)
FOR
CYCLE -2

Submitted to :-

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(NAAC)
BANGALORE – 560072
January, 2017

Foreword

It gives me great pleasure to place before NAAC the Re-Accreditation Report for third cycle of Accreditation in 2017 exactly 8 years after we got accredited for the first time in 2009.

The concept of quality assurance in Education which meant an abstract term and different things to different people became more focused and achievable with the quality parameters specified by NAAC. Our journey over a period of 14 years has been incredible. Just from an undergraduate B.Ed program of one year with 100 students in 2004, we have become a postgraduate institution for the year 2017 (i.e. our college has achieved the status of a post-graduate college of education). The faculty which conceived quality as good teaching and instruction widened its perspectives so as to encompass research and publications, community services and continuous improvement and lifelong learning.

Being a private self financed institution it has had its own advantages and challenges. In such a scenario, it was proper guidance as per NAAC parameters backed by a supportive, visionary management which drove the IQAC of the institution from one milestone to another. The faculty is more enlightened about teaching, leading to research and research on framing effective guidelines for teaching learning practices. We have learnt to use web resources for active cooperative learning and e-learning strategies for developing self-learning skills among students, and be persistent and meticulous in implementing certain best practices which enable us to bring in a gradual shift from teaching to learning, synchronous to asynchronous learning environments.

This journey has not only been exciting but also challenging: it is exciting because we now have the vision and mission and quality parameters which lead us to direct our journey towards the fulfillment of the vision; it is challenging as it is very difficult not to be complacent, but be determined to be continuously conscious of doing things in a better manner as there is always a better method of doing things. We thank NAAC for being a lamp post while moving in the twilight with the firm determination to reach the goal of this institution for which it has been made and established.

(Dr. Bobby Mahanta)
Principal
Balurghat B.Ed. College

Principal
Balurghat B.Ed. College

ANNALS OF ESTABLISHMENT AND DEVELOPMENT

Balurghat B.Ed. College is situated in the district town of Dakshin Dinajpur which is a border district and backward region of West Bengal. The area is agro-based and rural with scenic beauty, where economic activity varies with the variation of agricultural productions. The reminiscence unfolds the historical facts that the Independence of India, formation of East Pakistan and hence the partition of Bengal caused exodus of huge Hindu population from the then East Pakistan to India. Notwithstanding, the loss of valuable property, profitable business and profession, the Hindus left the then East Pakistan and entered India to get settlement. The growth rate of population in Balurghat rose from five thousand to 50 thousand in the year of Independence as refugees from East Pakistan permanently settled here. As a result, along with manifold economic problems, education figured a crisis process. The people of Balurghat had deeply felt the needs of a B.Ed. College since Independence for unemployed, untrained educated youths as a positive step to develop skills in them. The Balurghat B.Ed. College was established on 07.07.2004. The College is a non-profit, unaided self-financing institution. The college is recognized by National Council for Teacher Education, Govt. of India (Vide Regional director, ERC,NCTE, Bhubaneshwar's order no. E R C/7 - 67.10.4/2006/2226 dated July 31, 2006) and approved by the Higher Education Department, Govt. of West Bengal (vide Deputy Secretary, Higher Education Department, C.S.Branch, Govt. of West Bengal, memo no. 1160.Edn(cs) dated-23.12.2004) and was first affiliated to the University of North Bengal (vide Inspector of College, University of North Bengal's order no.113/76/Insp-2004 dated-26.07.2004). The B.Ed. College has been running with a large number of highly educated and well experienced teachers with requisite qualifications as per NCTE norms.

This is the first self-financing college of the North Bengal which got recognition from NCTE and successfully completed Examinations for B.Ed. course from 2005 to 2008 under the University of North Bengal. This is the first college where 99 students out of 100 obtained 1st class in the session 2004-05. The University of Gour Banga was established in 2008 at Malda (vide Kolkata Gazette Extraordinary Notification No. 299-Edn(u)/ dt. (EH/IU-37/)08 28th May, 2008) and this college fell within the jurisdiction of this university. Naturally, the affiliation of this college to the University of North Bengal was shifted to the University of Gour Banga in 2009 to 31-01-2017 and the college got permanent affiliation from The University of Gour Banga vide order No. 183(4)/UGB/R-09 dated 13/04/2009 from the session 2009-10 and then under The West Bengal University of Teachers' Training, Education Planning and Administration vide notification No. 90 - Edn(U)/IU(WBUTTE)-11/15 dated 30-01-2017.

The IGNOU Study Centre (Code No. 2884P) of Balurghat B.Ed. College was installed in 2007 and has been functioning satisfactorily since then. It is a good drive for diversified curricula designed to provide capacity expansion training to the untrained in-service teachers having at least two years teaching experience in any recognized institution.

The Balurghat B.Ed. College has been permitted to start D.El.Ed.(P.T.T.I.) Course from the session 2009-11 with 2 years duration with its affiliation to the West Bengal Board of Primary Education (vide order No. 120/BPE/P/2009, dated-5/6/2009) and also with its recognition from National Council for Teacher Education (N.C.T.E.).

It has also been permitted to provide "Bratachari" education and training organized and approved by "Banglar Bratachari Samiti, Kolkata", to the D.El.Ed trainee-students of this college. All the D.El.Ed trainees obtained first class in the session, 2009-11 with its traditional rank unbroken till this session. It is proudly stated that all those students trained with D.El.Ed. in this college have been employed in different Government Primary Schools of West Bengal.

The Balurghat B.Ed. College has been appreciatively qualified to launch the post graduate teachers education programme and the M.Ed. course has been permitted to be launched from the session 2017-2019 under The West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTEPA), 25/2, 25/3, Ballygange Circular Road, Kolkata- 700019.

The college has also introduced different courses associated with teachers' training and education programme like Spoken English courses in collaboration with BBC English & Foreign Language courses and Computer Education with full and direct collaboration supported by The British Institute (a division of the British Institute of Engineering Technology India Pvt. Ltd.), Kolkata.

The college is equipped with a modern Digital Language Laboratory to develop the learners' communicative skills.

The college has already been included in the list of colleges prepared under section 2(f) and 12(B) of the UGC Act 1956.

OUR VISSION AND MISSION

VISSION

Balurghat B.Ed. College aspires to be nationally recognized as one of the premier institutions that offer to the society competent teachers who are humane, collaborative and multicultural in their outlook and to be globally adjudged as efficient and highly innovative disseminator of knowledge and expertise.

MISSION

- To develop an understanding of academic content at a higher level by weaving 21st century interdisciplinary themes into core subjects;
- To develop learning and innovative skills among students and teachers;
- To equip teachers and students with research-driven instructional practices;
- To foster life skills and work place skills among students and teachers;
- To empower teachers and students with knowledge, skills and attitude required to create inclusive and multicultural learning environments;
- To instill among the students and teachers the civic virtues and the spirit of giving back to the society multifold.
- To inculcate moral values and professional ethics in teachers and students.
- To strengthen students' national spirit to achieve the goal of clean, corruption free nation.

Part-I Institutional Data

A. **Profile of the College**

1. Name address of the institution
   : Balurghat B.Ed. College, Mangalpur, P.O.- Balurghat, Dist.- Dakshin Dinajpur, West Bengal, Pin: 733101

2. Website URL
   www.balurghatbedcollege.org.in

3. For communication :
   Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	03522-259179	03522-271515	balurbedcollege@gmail.com drbobbymahanta@gmail.com
Vice-Principal	-	-	-
Self-appraisal Co-ordinator	03522-259179	03522-271515, Mobile : 9933351560	balurbedcollege@gmail.com kalpatarumondal@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal	-	09707010062
Vice-Principal	-	
Self-appraisal Co-ordinator	-	09933351560

4. Location of the Institution:
   Urban ☐
   Semi-urban ☐
   Rural. ☑
   Tribal. ☐
   Any other (specify and indicate) ☐

5. Campus area in acres

   2.27 Acres

6. Is it a recognized minority institution?

Yes ☐   No. ☑

7. Date of establishment of the institution:

Month &	Year
M M	Y Y Y Y
07	2004

8. University/Board to which the institution is affiliated:

University of North Bengal from 07.7.2004 to 25.5.2008, then University of Gour Banga w.e.f 26.5.2008 to 31-01-2017 and then under the University of WBUTTEPA w.e.f. 01.02.2017 to till date

9. Details of UGC recognition under section 2(f) and 12B of the UGC Act.:-

2(f)	Month & Year		12B	Month & Year	
	M M	Y Y Y Y		M M	Y Y Y Y
	04	2013		12	2016

10. Type of the Institution

a. By funding
    i. Government ☐
    ii. Grant-in-aid ☐
    iii. Constituent ☐
    iv. Self-financed. ☑
    v. Any other(specify and indicate) ☐

b. By Gender
    i. Only for Men
    ii. Only for Women ☐
    iii. Co-education. ☑

c. By Nature
    i. University Dept.
    ii. RIE ☐
    iii. IASE ☐
    iv. Autonomous College ☐
    v. Affiliated College ☑
    vi. Constituent College ☐
    vii. Dept. of Education of a Composite College ☐
    viii. CTE ☐
    ix. Any other(specify and indicate) ☐

10. Does the University/State Education Act have provision for autonomy?

Yes ☑   ☐

If yes, has the institution applied for autonomy?

Yes ☐   No ☑

12. Details of Teacher Education programmes offered by the institution:

Sl No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Higher Secondary	D.El.Ed. Course	Higher Secondary with 50%	Diploma	2 yrs	Bengali
				Degree		
iii)	Secondary/ Sr.Secondary			Certificate		
				Diploma		
				Degree		
iv)	Post Graduate			Certificate		
				Diploma		
				Degree		
v)	Other (specify)			Certificate		
				Diploma		
		(i) B.Ed.	(i)Graduation /Post Graduation with 50% marks for General & for S.C. & S.T. 45 % marks	(i)Degree	2 (Two) Year	Bengali / English

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/ Elementary	(i)D.ElEd.	(i)ERC/7-93.6(I).4/2009 / 16275(1)dt.04.05.2009.	Till date	50
Secondary/ Sr.Secondary				
Post Graduate				
Other	B.Ed.	ERC/NCTE/(ERCAPP1390)/B.Ed. (Revised Order)/2015/31871 dated 23-05-2015	Till date	200
	M.Ed.	ER-215.6.5/ERCAPP2203/M.Ed./2016/47916 dated 09-07-2016 for the session 2017-19	Till date	50

(Additional rows may be inserted as per requirement)

B) Criterion-wise Inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes ☑	No ☐
Mission	Yes ☑	No ☐
Values	Yes ☑	No ☐
Objectives	Yes ☑	No ☐

2. Does the institution offer self-financed programme(s)?

> Yes

If yes,

a) How many programmes?

> Three

b) Fee charged per programme

> **For the session 2015-17 and onwards for B.Ed. Course**
> Rs. 75,000/- only per annum per student, for the academic session 2015-2017, inclusive of Development Fees and a Refundable Caution Money of Rs.5,000/- as per Notification No. 346-Edn(CS)/4C-24/2014 dated 8th April 2015.
> **For the session 2015-17 and onwards for D.El.Ed. Course**
> Rs. 48,000/- only per annum per student, for the academic session 2015-2017 fixed by the West Bengal Board of Primary Education.
> **For the session 2017-19 and onwards for M.Ed. Course**
> Rs. 75,000/- only per annum per student, for the academic session 2017-2019, inclusive of Development Fees and a Refundable Caution Money of Rs.5,000/- as per Notification No. 346-Edn(CS)/4C-24/2014 dated 8th April 2015.

3. Are there programmes with semester system   Yes

4. Is the institution representing/participating in the curriculum development/revision processes of the regulatory bodies?

    Yes ☑   No ☐

If yes, how many faculty are on the various curriculum development/ vision committees/boards of universities/regulating authority.

> 02

5. Number of the methods/elective options (programme wise)

D.El.Ed.

> 09

B.Ed.

> 04 (a) Pedagogy of Language Teaching (b) Pedagogy of Social Science Teaching (c) Pedagogy of Science Teaching, (d) Pedagogy of Mathematics Teaching

M.Ed (Full Time)

>

M.Ed. (Part Time)

>

Any other (specify and indicate)

>

6. Are there programmes offered in modular form
   Yes ☑ No ☐
   Number [40]

7. Are there Programmes where assessment of teachers by the students has been introduced
   Yes ☑ No ☐

   Number [04]

8. Are there Programmes with faculty exchange/visiting faculty

   Yes ☑ No ☐

   Number [08]

9. Is there any mechanism to obtain feedback on the curricular aspects from the
   . Heads of practice teaching schools   Yes ☑ No ☐
   . Academic peers   Yes ☑ No ☐
   . Alumni   Yes ☑ No ☐
   . Students   Yes ☑ No ☐
   . Employers   Yes ☑ No ☐

10. How long does it take for the institution to introduce a new programme within the existing system?
    [2 (two) years]

11. Has the institution introduced any new courses in teacher education during the last three years?

    Yes ☐   No ☑

    Number [00]

12. Are there courses in which major syllabus revision was done during the last five years?
    Yes ☑ No ☐

    Number [04]

13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

    Yes ☑ No ☐

14. Does the institution encourage the faculty to prepare course outlines?

    Yes ☑ No ☐

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

   a) Through an entrance test developed by the institution ☐
   b) Common entrance test conducted by the University/Govt. ☐
   c) Through interview ☐
   d. Entrance test and interview ☐
   e) Merit at the qualifying examination √
   f) Any other (specify and indicate) ☐

   i) Trainees are selected for admission in to B.Ed. Course on merit basis through the Centralized Admission System implemented by the University of Gour Banga.

   (ii) Trainees are selected for admission into D.Ed. Course on merit basis through the selection committee formed by the West Bengal Board of Primary Education.

(If more than one method if followed, kindly specify the weightages)

2. Furnish the following information (for the previous academic year):
3.

a) Date of start of the academic year

> i) 11th September 2015 for B.Ed session 2015-17.
> ii)1st July,2015 for D.El.Ed for the session 2015-17

b) Date of last admission

> i) 15-12-2015 for B.Ed course session 2015-17
> ii) 25-07-2015 for D.El.Ed course Part-II session 2015-17

c) Date of closing of the academic year

> i) 30-06-2017 for B.Ed course session 2015-17
> ii) 30-06-2017 for D.El.Ed course Part-II session 2015-17

d) Total teaching days

> i)200 days for B.Ed course session 2015-17
> ii) 200 for D.El..Ed course session 2015-17

e) Total working days

> 284 days for both B.Ed and D.El.Ed courses

3. Total number of students admitted (2015-17)

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.El.Ed.(Part-I&II)	38	62	100	13	25	38	25	37	62
B.Ed.	85	114	199	54	47	101	31	67	98
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes ☐   No ☑

   If yes, how many?

   | -- |

5. What is the 'unit cost' of teacher education programme?
   (Unit cost= total annual recurring expenditure divided by the number of students/trainees enrolled.
   a) Unit cost excluding salary component

   | i) 49,623/- for B.Ed course |
   | ii) 30,410/- for D.El.Ed course Part-I and Part-II |

   b) Unit cost including salary component

   | i) 75,92,193/- according to Receipt & payment A/C for the year 2015-16 for B.Ed course |
   | ii) 25,02,450/- according to Receipt & payment A/C for the year 2015-16 for D.El.Ed course Part-I and Part-II. |

   (Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session (2015-17)

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.El.Ed.	79.60	50.40	76	51.40
B.Ed.	72.70	50.06	55.55	45.03
M.Ed. (Full Time)				
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?
   Yes ☑   No ☐

8. Does the institution develop its academic calendar?
   Yes ☑   No ☐

9. Time allotted in percentage (in hours)

Programme	Theory	Practice Teaching	Practical
D.El.Ed.	67.92 %	15.09%	16.99 %
B.Ed.	33.33 %	23.34%	43.33 %
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

   a) Number of pre-practice teaching days

3	0

   b) Minimum number of pre-practice teaching lessons given by each student

0	5

11. Practice Teaching at School

   a) Number of schools identified for practice teaching

i) 17 Secondary & Sr. Secondary Schools were provided by the District Inspector of Schools (S.E) for B.Ed. course for the year 2015-17 vide his memo no. 667/1(17) dated-09-05-2016 for School Internship programme 04 months as per Uniform Curriculum Structure for 2 year B.Ed. Programme in West Bengal.
ii) 16 Primary Schools were provided by the Chairman, District Primary School Council for D.El.Ed. course for the year 2015-17 vide his memo no. 1231 dated-01-02-2016 & dated 09-03-2016 for Practice Teaching Programme in Primary Schools & Upper Primary Schools for school internship as per latest NCTE Norms.

   b) Total number of practice teaching days

4 months School Internship for B.Ed. Course & 40 days for D.El.Ed. Course

   c) Minimum number of practice teaching lessons given by each student

For B.Ed. 60 lessons & 40x2(method subjects)= 80 lessons D.El.Ed. course

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

Number of Lessons In simulation

Number	There is no Provision in New Syllabus 2015 however the college implemented 5 lesson for simulation

Number of Lessons Pre-practice teaching

Number	05

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes [√]   No [ ]

14. Does the institution provide for continuous evaluation?

Yes [√]   No [ ]

15. Weightage (in percentage) given to internal and external evaluation?

Programme	Internal	External
D.El.Ed.	45.72%	54.28%
B.Ed.	Theory 30% Practicum 60%	Theory 70% Practicum 40%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

    a) Number of sessional tests held for each paper

-	0 2

    b) Number of assignments for each paper

-	0 3

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	
Internet	√	
Software/courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related	√	
Any other (specify and indicate) DVD, OHP etc	√	

18. Are there courses with ICT enabled teaching-learning process?

    Yes [√]   No [ ]

    Number [03]

19. Does the institution offer computer science as a subject?

    Yes [√]   No [ ]

    If yes, is it offered as a compulsory or optional paper?

    Compulsory [ ]   Optional [√]

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph.D and their percentage to the total faculty strength

Number	02	%	6.25

2. Does the Institution have ongoing research projects?

Yes ☐   No √

If yes, provide the following details on the ongoing research projects

Funding age ncy	Amount (Rs)	Duration (Years)	Collaboration, if any

(Additional rows/columns may be inserted as per the requirement)

4. Number of completed research projects during last three years. | Nil |

4. How does the institution motivate its teachers to take up research in education?
(Mark ' √' for positive response and 'x' for negative response)
- .   Teachers are given study leave   √
- .   Teachers are provided with seed money   X
- .   Adjustment in teaching schedule   √
- .   Providing secretarial support and other facilities   √
- .   Any other (specify and indicate)   **X**

5. Does the institution provide financial support to research scholars?

Yes √   No ☐

6. Number of research degrees awarded during the last 5 years.
   a. Ph.D   X

   b. M.Phil   X

7. Does the institution support student research projects (UG & PG)?
   Yes √   No ☐

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	√		
National journals-referred papers non referred papers	√		
Academic articles in reputed magazines/news papers	√		
Books	√		
Any other (specify and indicate)	-	-	-

9. Are there awards, recognition, patents etc received by the faculty?

    Yes √   No ☐

    Number [02]

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars		
International seminars		
Any other academic forum		

11. What types of instructional materials have been developed by the Institution? (Mark '√' for yes and 'x' for No.)

    Self-instructional materials   √

    Print materials   √

    Non-print materials (e.g. Teaching   √
    Aids/audio-visual, multimedia, etc.)

    Digitalized (Computer aided instructional materials)   √

    Question bank   √

    Any other (specify and indicate)   √

12. Does the institution have a designated person for extension activities?

    Yes √   No ☐

    If yes, indicate the nature of the post.

    Full-time: | B.Ed.= 32, D.El.Ed. = 08, |

    Part-time | B.Ed.= 02, D.El.Ed. = 01 |

    Additional charge   ☐

13. Are there NSS and NCC programmes in the institution?

Yes ☐   No ☑

14. Are there any other outreach programmes provided by the institution?

Yes ☑   No ☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

Yes ☐   No ☑

16. Does the institution provide consultancy services?

Yes ☑   No ☐

In case of paid consultancy what is the net amount generated during last three years.

Free service

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	√
State level	√
National level	√
International level	

Criterion IV: **Infrastructure and Learning Resources**

1. Built-up Area (in sq.mts.)
a) B.Ed. block : 2616.63 sq. mtrs.
b) D.Ed. block : 1434 sq. mtrs.
c) M.Ed. block : 1758.66 sq.mtrs

2. Are the following laboratories been established as per NCTE Norms?
   a) Methods lab   Yes [√]   No [ ]
   b) Psychology lab   Yes [√]   No [ ]
   c) Science Lab(s)   Yes [√]   No [ ]
   d) Education Technology lab   Yes [√]   No [ ]
   e) Computer lab   Yes [√]   No [ ]
   f) Workshop for preparing
       teaching aids   Yes [√]   No [ ]

3. How many Computer terminals are available with the institution?

   Yes [45]   No [ ]

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?
   | Rs-1,00,000/- |

5. What is the Amount spent on maintenance of computer facilities during the previous academi | Rs-2,23,342/- |

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?
   | Rs.53,655/- |

7. Budget allocation for campus expansion (building) and upkeep for the current academic session/financial year?
   | Rs-5,00,000/- (both B.Ed., D.El.Ed. & M.Ed.) |

8. Has the institution developed computer-aided learning packages?

   Yes, Rs.- 2,23,342/- already expended for this purpose & new session the institution will purchase more 10 computers for advance learners.

9. Total number of posts sanctioned

	Open		Reserved	
	M	F	M	F
Teaching (B.Ed.)	11	11	07	03
(D.El.Ed.)	05	02	01	-
Non-teaching (B.Ed.)	09	00	02	-
(D.El.Ed.)	04	01	02	-

10. Total number of posts vacant

	Open		Reserved	
	M	F	M	F
Teaching	Nil	Nil	Nil	Nil
Non-teaching	Nil	Nil	Nil	Nil

11. a. Number of regular and permanent teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers For B.Ed.	11	11	07	03
For D.El.Ed.	05	02	01	-
For M.Ed.				
Readers				
Professors for M.Ed.				

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers For B.Ed.	02	-	-	-
For D.El.Ed	01	-	-	-
Readers	-	-	-	-
Professors for M.Ed.				

c. Number of teachers from
Same state — 03
Other states —

12. Teacher student ratio (program-wise)

Programme	Teacher students ratio
D.El.Ed.	08:100
B.Ed.	32:200
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent for B.Ed.	06	-	02	-
For D.El.Ed.	02	-	02	-
Temporary (Contractual) For B.Ed.	03	-	-	-
For D.El.Ed.	02	01	-	-

But in count of the ratio

b.   Technical Assistants   Open   Reserved

	M	F	M	F
Permanent	-	-	-	-
Temporary (Daily rated)	-	-	-	-

14.   Ratio of Teaching & Non-Teaching staff

B.Ed. - 32 : 11	D.El.Ed. - 8 : 7

15.   Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

B.Ed. – 61.35%	D.El.Ed. – 82.28%

16.   Is there an advisory committee for the library?
       Yes √   No ☐

17.   Working hours of the Library

       On working days | 6-1/2 hours |

       On holidays | closed |

       During examinations | 04 hours |

18.   Does the library have an open access facility

       Yes √   No ☐

19.   Total collection of the following in the library
       a. Books
            -Textbooks | 2753 |
            -Reference books | 5676 |

       b. Magazines | 24 |

       c. Journal subscribed
            -Indian journals | 21 |
            -Foreign journals | 02 |

       d. Peer reviewed journals
       e. Back volumes of journals
       f. E-information resources
            -Online journals/e-journals
            -CDs/DVDs | √ |
            - Databases

-Video Cassettes	√
-Audio Cassettes	√

20. Mention the

Total carpet area of the Library (in sq.mts) | 111.45 Sq.mtrs |

Seating capacity of the Reading room | 100 seats |

21. Status of automation of Library
    Yet to initiate ☐

    Partially automated √

    Fully automated ☐

22. Which of the following services/facilities are provided in the library?
    Circulation √

    Clipping √

    Bibliographic compilation ☐
    Reference √

    Information display and notification √

    Book Bank √

    Photocopying √

    Computer and Printer √

    Internet √

    Online access facility ☐

    Inter-library borrowing √

    Power back up √

    User orientation/information literacy √

    Any other (please specify and indicate) ☐

23. Are students allowed to retain books for examinations?

    Yes √   No ☐

24. Furnish information on the following
Average number of books issued/
Returned per day

| 40 |

Maximum number of days books are permitted to be retained
    by the students

| 15 days |

    by the faculty

| 30 days |

Maximum number of books permitted for issue
    for students

| 02 |

    for the faculty

| 04 |

Average number of users who visited/Consulted per month

| 800 |

Ratio of library books (excluding textbooks
And book bank facility) to number of
Students enrolled

| 17:1 |

25. What is the percentage of library budget in relation to total budget of the institution Budget for the

| 4.56 % on budget of 2015-16 |

26. Provide the number of books/journals/periodicals that have been added to the library during last three years and their cost.

	2013-14		2014-15		2015-16	
	I		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
i. Text books	2750		2753		2753	
ii. Other books	5132	55,933=00	5572	91,257=00	5676	1,01,159=00
iii. Journals/ Periodicals	20		20		23	
iv. Any others (specify and indicate)	10	-	14	-	24	-
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1.   Programme wise "dropout rate: for the last three batches

Programmes	Year 1 (2014)	Year 2 (2015)	Year 3 (2016)
D.El.Ed.	NIL	NIL	NIL
B.Ed.	01	NIL	NIL
M.Ed. (Full Time)			
M.Ed. (Part Time)			

2.   Does the Institution have the tutor-ward/or any similar mentoring system?

Yes √   No ☐

If yes, how many students are under the care of a mentor/tutor?
25

3.   Does the institution offer Remedial instruction ?

Yes √   No ☐

4.   Does the institution offer Bridge courses?

Yes √   No ☐

5.   Examination Results during past three years (provide year wise data)

	UG (B.Ed.)			PG			M.Phil		
	I (2014)	II (2015)	III (2016)	I	II	III	I	II	III
Pass percentage	100%	99.50%							
Number of first classes	99	198	Result not yet published (Semester system adopted as per latest NCTE norms)						
Number of 2nd class/distinctions	-	01							
Exemplary performances (Gold Medal and university ranks	Stood 1st and awarded Gold Medal	Stood 3rd & 5th							

6.   Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I (2014)	II (2015)	III (2016)
NET	01	02	01
SLET / SET	01	01	-
Any other (specify and indicate) (School Service commission ,West Bengal)	63	102	-

7. Mention the number of students who have received financial aid during the past three years

Financial Aid	2014 I	2015 II	2016 III
(i) Merit Scholarship			
(ii) Merit-cum-means scholarship			
(iii) Fee concession			
(iv) Loan facilities	10	12	14
(Additional rows may be inserted as per requirement)			

8. Is there a Health Centre available in the campus of the institution?

   Yes ☑ √   No ☐

9. Does the institution provide Residential accommodation for:

   Faculty   Yes ☑ √   No ☐

   Non-teaching staff   Yes ☑ √   No ☐

10. Does the institution provide Hostel facility for its students?
    Yes ☑ √   No ☐

    If yes, number of students residing in hostels
    Men   22

    Women   28

11. Does the institution provide indoor and outdoor sports facilities ?
    Sports fields   Yes √   No ☐

    Indoor sports facilities   Yes ☑ √   No ☐

    Gymnasium *   Yes ☑ √   No ☐
    * Trainees used to avail municipal gymnasium and swimming club

12. Availability of rest rooms for Women

    Yes ☑ √   No ☐

13. Available of rest rooms for men

    Yes ☑ √   No ☐

14. Is there transport facility available?

    Yes ☑ √   No ☐

15. Does the Institution obtain feedback from students on their campus experience?

Yes [√]   No [ ]

16. Give information on the Cultural Events (Last year data) in which the institution participated / organized.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√	-	04	√	-	134
Inter-university		-	-	-	-	
National	√	-	02	√	-	15
Any other (specify and indicate)	√	-	04	√	-	210

(*Excluding college day celebration*)

17. Give details of the participation of students during the past year at the university, state, regional national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	05	Nil
Regional	02	-
National	-	-
International	-	-

18. Does the institution have an active Alumni Association?

Yes [√]   No [ ]

If yes, give the year of establishment [2006]

19. Does the institution have a Student Association / Council?
Yes [√]   No [ ]

20. Does the institution regularly publish a college magazine?

Yes [√]   No [ ]

21. Does the institution publish its updated prospectus annually?

Yes [√]   No [ ]

22. Give the details on the progression of the students to employment / further study (Give percentage) for last three years

	2014 Year 1 (%)	2015 Year 2 (%)	2016 Year 3 (%)
Higher studies	04	07	06
Employment (Total)	-	-	95
Teaching	60	58	84
Non teaching	-	-	-

23. Is there a placement cell in the institution?

Yes ☐   No ☑

If yes, how many students were employed through placement cell during the past three years.

2014	2015	2016
07	11	63

24. Does the institution provide the following guidance and counseling services to students ?

- Academic guidance and Counseling   Yes ☑   No ☐

- Personal Counseling   Yes ☑   No ☐

- Career Counseling   Yes ☑   No ☐

Criterion VI : Governance and Leader*ship*

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body / committee

    Yes √   No ☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body / management	√
Staff council	√
IQAC/ or any other similar body / committee	√
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	√

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

    Loan facility   Yes √   No ☐

    Medical assistance   Yes √   No ☐

    Insurance   Yes √   No ☐

    Other (specify and indicate)   Yes √   No ☐
    (House Building Loan available from Bank through G.B)

4. Number of career development programmes made available for non-teaching staff during the last three years

2014	2015	2016
02	02	02

5. Furnish the following details for the past three years
    a. Number of teachers who have availed the Faculty Improvement Programme of the UGC / NCTE or any other recognized organisation
        | 2(Two) |
    b. Number of teachers who were sponsored for professional development programmes by the institution

        National | 5(five) | | |

        International | nil | | |

    c. Number of faculty development programmes organized by the Institution :

        | 02 | | |

d. Number of Seminars / workshops / symposia on Curricular development, Teaching-learning, Assessment, etc. organised by the institution

6		

e. Research development programmes attended by the faculty

	02	

f. Invited / endowment lectures at the institution

	10	

Any other area (specify the programme and indicate)

	-	

6. How does the institution monitor the performance of the teaching and non-teaching staff ?

a. Self - appraisal

Yes √   No ☐

b. Student assessment of faculty performance

Yes √   No ☐

c. Expert assessment of faculty performance

Yes √   No ☐

d. Combination of one or more of the above

Yes √   No ☐

e. Any other (specify and indicate)

Yes ☐   No ☐

7. Are the faculty assigned additional administrative work?

Yes √   No ☐

If yes, give the number of hours spent by the faculty per week

Sixteen hours

8. Provide the income received under various heads of the account by the institution for previous academic session   2015-16

	B.Ed.	D.El.Ed.
Grant – in – aid	-	-
Fees	1,36,07,000=00	41,28,000=00
Donation	-	-
Others	5,55,395=00	1,50,000=00

Any other (specify and indicate)
(Admission fee: Development Fee, etc)

	B.Ed.	D.El.Ed
Sales Prospectus:	8,000=00	500=00
Caution Money (Refundable)	9,37,700.00	2,55,000=00
Examination	-	-
Center Fee	27180=00	
Security Money	-	501=00
Misc Income:	-	-
Admission fee:	-	16,800=00
Development fee:	-	
Computer fee:	-	

9. Expenditure statement (for last two years)   2014-15   2015-16
B.Ed. Course

Total sanctioned Budget	Actual expenditure	% on budget	Actual expenditure	% on budget
% spent on the salary of faculty	35,24,841.00	95.48%	51,24,898.00	34.05%
% spent on the salary of non-teaching employees	7,37,883.00	81.82%	10,38,718.00	76.04%
% spent on books and journals	1,01,081.00	45.94%	1,11,750.00	50.79%
% spent on developmental activities (expansion of building)	11,00,000.00	137.51%	14,00,000.00	155.55%
% spent on telephone, electricity and water	1,58,126.00	58.56%	5,79,767.00	111.49%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	37,586.00	75.172%	13,20,058.00	-
% spent on maintenance of equipment, teaching aids, contingency etc.	4,59,263.00	417.51%	5,09,721.00	339.814%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	1,13,589.00	75.26%	15,000.00	10%
% spent on travel				

Any other (specify and indicate)				
Postage & Telegraph	5,335.00	53.35%	5,774.00	57.74%
Printing & Stationary	78,463.00	156.92%	84,339.00	105.42%
Bank Charge	2,177.00	43.54%	989.00	19.78%
Affiliation Fees	50,225.00	100.45%	2,00,903.00	393.92%
Advocate Fees	5,000.00	16%	5,000.00	50%
Panchyat Tax	8,000.00	100%	1,000.00	100%
Students Uniform	6,000.00	-	-	-
Xerox Machine Maintenance	2,125.00	-	1,500.00	-
Lease Rent	94,171.00	100%	94,171.00	100%
Audit Fee	8,250.00	82.50%	8,000.00	80%
Cultural Programme	1,00,000.00	13.33%	-	-
Interview for Faculty Members	26,900.00	-	25,167.00	-
Advertisement	76,360.00	152.72%	3,20,882.00	320.88%
Website Maintenance & Renewal	13,450.00	33.625%	15,000.00	37.5%
P.Tax	30,405.00	-	-	
EPF	4,23,237.00	89.62%	46,375.00	
Consolidated Pay	64,000.00	64%	10,48,315.00	-
Honorarium to Guest Lecturers	1,93,500.00	80.625%	94,500.00	94.5%
Ad-hoc Bonus	22,500.00	-	2,41,000.00	-
TDS	14,387.00	-	25,500.00	-
Incentive to staff	1,58,968.00	-	19,262.00	-
Inspection Charge			30,000.00	-
Conveyance			10,200.00	-
Fire			9,400.00	-
Furniture & Fixture	69,000.00	69%	5,81,800.00	-
FDR Purchase	90,00,000.00	-	12,00,000.00	-
Loan to B.Ed. College Trust			10,00,000.00	
Loan for Medical & Science College	12,77,061.00	-	3,00,000.00	
Caution Money (Refund)	18,80,000.00	-		
Total expenditure incurred	**1,98,41,883.00**		**1,54,68,989.00**	

Expenditure statement (for last two years)　　　　2014-15　　　　　　2015-16

D.El.Ed. Course

Total sanctioned Budget	Actual expenditure	% on budget	Actual expenditure	% on budget
% spent on the salary of faculty	10,60,389.00	74.9%	14,38,284.00	80.65%
% spent on the salary of non-teaching employees	4,26,552.00	86.18%	5,60,929.00	97.46%
% spent on books and journals	3,339.00	6.07%	51,580.00	93.78%
% spent on developmental activities (expansion of building)	18,79,586.00	-	17,50,000.00	-
% spent on telephone, electricity and water	1,47,518.00	-	1,08,000.00	-
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	-	-	-	-
% spent on maintenance of equipment, teaching aids, contingency etc.	60,524.00	-	23,257.00	-
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)				-
% spent on travel	12,004.00	-	9,012.00	-

Any other (specify and indicate)				
Printing & Stationary	18,225.00		8,284.00	
Bank Charge	2,360.00		743.00	
Admission Form purchase	1,00,449.00		1,00,456.00	
Audit Fee	7.500.00		8,000.00	
P.Tax	12.680.00		17,205.00	
EPF	1,93,295.00		4,37,237.00	
Honorarium to Guest Lecturers			2,47,000.00	
Ad-hoc Bonus	1,80,000.00		17,500.00	
Puja Exgratia to staff	4,500.00		2,000.00	
Furniture &Fixture	8,46,000.00		3,240.00	
Loan to B.Ed. College	15,03,883.00		4,50,000.00	
Loan to Medical College			8,00,000.00	
Caution Money (Refund)	5,00,000.00		2,50,000.00	
Consolidated Pay	40,000.00		46,500.00	
Advertisement			15,500.00	
Total expenditure incurred	**70,10,804.00**		**63,44,727.00**	

% spent on travel	12,004.00	9,012.00
Any other (specify and indicate) • Printing & Stationary • Bank Charge • Admission Form purchase • Audit Fee • P.Tax • EPF • Honorarium to Guest Lecturer • Ad-hoc Bonus • Puja Exgratia to staff • Furniture & Fixture • Loan to B.Ed. College • Loan to Medical College • Caution Money (Refund) • Consolidated Pay • Advertisement	18,225.00 2,360.00 1,00,449.00 7,500.00 12,680.00 1,93,295.00 1,80,000.00 15,000.00 4,500.00 8,46,000.00 15,03,883.00 - 5,00,000.00 40,000.00	8,284.00 743.00 1,00,456.00 8,000.00 17,205.00 4,37,237.00 2,47,000.00 17,500.00 2,000.00 3,240.00 4,50,000.00 8,00,000.00 2,50,000.00 46,500.00 15,500.00
Total expenditure incurred	70,10,804.00	63,44,727

11. Specify the institutions surplus / deficit budget during the last three years ?
   (specify the amount in the applicable boxes given below) As per Audited
   Accounts statement are given below:

12.

For B.Ed. Course :

	Surplus in Rs.	Deficit in Rs.
2013-14	-	9,30,711.00
2014-15	81,53,101.00	-
2015-16	12,54,715.00	-

For D.Ed. Course :

	Surplus in Rs.	Deficit in Rs.
2013-14	43,72,563.00	-
2014-15	14,43,349.00	-
2015-16	12,54,715.00	-

11.   Is there an internal financial audit mechanism?

Yes   [√]   No   [ ]

12.   In there an external financial audit mechanism ?

Yes   [√]   No   [ ]

13.   ICT / Technology supported activities/ units of the institution:

Administration	Yes [√]	No [ ]
Finance	Yes [√]	No [ ]
Student Records	Yes [√]	No [ ]
Career Counselling	Yes [ ]	No [√]
Aptitude Testing	Yes [ ]	No [√]
Examinations/ Evaluation / Assessment	Yes [√]	No [ ]
Any other (specify and indicate)	Yes [ ]	No [ ]

14.   Does the institution have an efficient internal co-ordinating and monitoring mechanism ?

Yes   [√]   No   [ ]

15.   Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff ?

Yes   [√]   No   [ ]

16.   Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes   [√]   No   [ ]

17. Does the institution have the freedom and the resources to appoint and pay temporary / ad hoc / guest teaching staff ?

   Yes √   No ☐

18. Is a grievance redressal mechanism in vogue in the institutions?
   a) For teachers   ☐

   b) For students   √

   c) For non – teaching staff   ☐

19. Are there any ongoing legal disputes pertaining to the institution?

   Yes ☐   No √

20. Has the institution adopted any mechanism / process for internal academic audit / quality checks?

   Yes √   No ☐

21. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

   Yes √   No ☐

Criterion VII : Innovative Practices

1.　Does the institution has an established Internal Quality Assurance Mechanisms?

Yes　[√]　　　No　[ ]

2.　Do students participate in the Quality Enhancement of the Institution?

Yes　[√]　　　No　[ ]

3.　What is the percentage of the following student categories in the institution? On the basis of Academic year 2015-17 for B.Ed.

	Category	Men	%	Women	%
a.	SC	34	17.08%	26	13.06%
b.	ST	08	4.02%	07	3.51%
c.	OBC	12	6.03%	14	7.03%
d.	Physically challenged	NIL	-	NIL	-
e.	General Category	31	15.57	67	33.66%
f.	Rural	63	31.65%	55	27.63%
g.	Urban	22	11.05%	59	29.64%
h.	Any other (specify)				

What is the percentage of the following student categories in the institution? On the basis of Academic year 2015-17 for D.El.Ed.

	Category	Men	%	Women	%
a.	SC	04	8%	06	12%
b.	ST	NIL		NIL	
c.	OBC	03	6%	01	2%
d.	General Category	15	30%	21	42%
e.	Physically challenged	NIL		NIL	
f.	Rural	11	22%	09	18%
g.	Urban	12	24%	18	36%
h.	Any other (specify)				

4.　What is the percentage of the staff in the following category?

	Category	Teaching staff	%	Non-teaching staff	%
a.	SC	06	18.75%	NIL	NIL
b.	ST	01	31.125%	01	9.090%
c.	OBC	03	9.375%	01	9.090%
d.	Physically challenged	NIL		NIL	-
e.	General Category	22+02 (Guest Lecturers)	68.75%	06+03 (Contractual)	81.81%
f.	Rural	08	25%	01	9.090%
g.	Urban	24	75%	10	90.90%
h.	Any other (specify)				

5.   What is the percentage incremental academic growth of the students for the last two batches?

Category	2014-15	2015-16	2014-15	2015-16
	At Admission		On completion of the course	
SC	31.5%	30.150%	31.5%	Not yet completed
ST	6.5%	7.53%	6.5%	
OBC	9.5%	13.065%	9.5%	
Physically challenged	1.0%	NIL	1.0%	
General Category	51.5%	49%	51%	
Rural	65%	59.296%	65%	
Urban	35%	40.703%	34.5%	
Any other (specify)				

PART II
THE EVALUATIVE REPORT
EXECUTIVE SUMMARY

The NAAC Peer Team visited our institution on 27th – 29th February, 2012. It has been re-accredited 'B' by NAAC with an institutional score of 2.21. The post-accreditation period presented challenges, new perspectives and great responsibilities. The college is taking concerted efforts with utmost focus, direction and clear vision to fulfill the mission. The Internal Quality assurance Cell (IQAC) has ensured continuous improvement of institutional performance assured accountability toward the stakeholders and developed academic and administrative mechanisms to boost the endeavor to plan purposefully, proceed positively and pursue persistently.

The college results have shown a remarkable progress during the period, and this has been a reflection of the commitment of faculty, a sustained research culture and participatory, democratic leadership. The Governing Body of the college has rendered valuable services in this direction. The Annual Academic Audit for the past about 14 years has provided an introspective approach towards quality enhancement strategies.

Following is the executive summary of our journey towards these goals:

VISSION

Balurghat B.Ed. College aspires to be nationally recognized as one of the premier institutions that offer to the society competent teachers who are humane, collaborative and multicultural in their outlook and to be globally adjudged as efficient and highly innovative disseminator of knowledge and expertise.

MISSION

- To develop an understanding of academic content at a higher level by weaving 21st century interdisciplinary themes into core subjects;
- To develop learning and innovative skills among students and teachers;
- To equip teachers and students with research-driven instructional practices;
- To foster life skills and work place skills among students and teachers;
- To empower teachers and students with knowledge, skills and attitude required to create inclusive and multicultural learning environments;
- To instill among the students and teachers the civic virtues and the spirit of giving back to the society multifold.
- To inculcate moral values and professional ethics in teachers and students.
- To strengthen students' national spirit to achieve the goal of clean, corruption free nation.

Our college has a rich tradition of pursuing academic excellence, value based education and providing environment conducive to learning for the overall development of the students and teachers. It provides variety of enriching experiences and exposure to the students as well as the faculty members for their professional growth. We believe in going 'Beyond the Traditional' and 'Performance Par Excellence'. We believe that our research endeavors not only help us to discover new landscapes of knowledge but gaining a new vision. Therefore, in addition to their excellent curriculum transaction infused with creativity and innovations, the faculty members are actively involved in research activities of national importance. Value based education is the foundation of modern education. The educational conglomerate is located in a lush green education campus and stands opposite to Bharat Seva Shram Sangha.

The regulatory bodies and their controls

The College is a purely Self-financing institution having exclusive regulatory control over teaching-learning and administrative tasks. The Governing Body of the college is formed and functions exactly as it is envisaged in the State Education Act.

The IQAC of the college prepares 'Annual Quality Assurance Report (AQAR) covering the compliance of the annual academic plan, analysis of the college activities as per their relevance to the vision and mission of the college. It also shows the road map of the strategic planning of all the college activities of the forthcoming year. Besides the functioning of Governing Body and IQAC, the college follows the rules of the Government of West Bengal and complies with the norms as provided by U.G.C, N.C.T.E. and the affiliated University.

Key relationship with the school internship

The college is having very cordial and co-operative relation with the schools where students are provided school internship as per NCTE norms. It always maintains close contact with the schools through proper feedback mechanism. The institution is actively engaged with the secondary/higher secondary schools of the district town within the radius of permissible distance to make the school internship programme highly effective and goal-oriented.

Key relationship with the community

The college receives all sorts of help and co-operation from members of various communities with their active participation in various social development and skill development-oriented programmes undertaken by the college. Such programmes, for example, include computer literacy, English Spoken course, various social awareness courses and value added programmes organized for the students of Bengali Medium Secondary Schools in the campus. To make such programmes successful, co-operation from the community is highly appreciative.

Challenges faced by the institution in building a quality institution.

- Poor standard of knowledge quality and weak communicative skills of some percentage of students compelling the college to adopt some remedial measures to improve their quality;
- Infusing the right and appropriate academic culture to strengthen the academic vibrancy into future autonomous status;
- To design a curriculum as per needs and relevance of the society for its manifold development;
- Institution facing the challenge to maintain and enhance competencies in the teachers;
- Violation of the principle of uniform fee structure leading to students' unrest and sharp fall of the standard of students and the quality of teaching and learning.
- Two-year B.Ed. programme unnecessarily expensive, burdensome and making the whole training programme clumsy, having strong adverse effect upon the aims and objectives of the training programme.

Strengths

- Supportive Management
- Multiple opportunities for professional development
- Good environment prevailing in the college campus
- Good reputation of the college with respect to the implementation of the teaching learning programme.
- High appreciation of the community with respect to the regulatory control of the college upon students and administration
- Highly experienced, efficient, educated and dedicated persons forming the management of the college
- Quality up-gradation efforts by the institution
- Striving for latest technological integration in college activities
- Good infrastructure facilities
- Student friendly environment
- Variety of academic courses at institution level
- Focus on innovative instructional practices
- Special emphasis on communicative skill development
- Emphasis on professional growth of faculty

- ➢ Action, applied research for enriching teaching-learning processes
- ➢ Providing placement opportunities to students
- ➢ Updated Information Management System
- ➢ Dynamic Leadership
- ➢ Rewards and appreciation for faculty and students
- ➢ Consultancy for the community
- ➢ Focus on value education
- ➢ Adopting, the policy of inclusion
- ➢ Organization of national level seminars and workshops as a regular feature
- ➢ Linkages with open universities
- ➢ Optimum use of ICT
- ➢ Value added certificate course

Opportunities

- ➢ Fostering lifelong learning among faculty members
- ➢ Creating learning community
- ➢ Collaboration with schools, institutions of national ranks
- ➢ Collaboration for research and innovation endeavors at institution level, campus level, community level
- ➢ Employing innovative strategies for the teaching learning
- ➢ Bagging major and minor research project
- ➢ Undertaking more consultancy service
- ➢ Evolving policies towards Total Quality Management System
- ➢ More avenues for placements (Through west Bengal School Service Commission)
- ➢ Rotation of portfolios for job enrichment and job enlargement
- ➢ Annual features like workshops, seminar etc. which involve all stakeholders
- ➢ Rich alumni linkages;

Weaknesses

- ➢ Lack of International Linkages;
- ➢ Abnormal delay in admission of the students to the courses by the University through Centralized Admission System;

Challenges

- ➢ The college located in the district of Dakshin Dinajpur being ranked 256th out of 560 backward districts of India.
- ➢ Providing this professional education to the students mostly of backward classes with a mission to bring them to the national line of evenness.
- ➢ Overcoming the gap between changing global scenario and teacher education curriculum.
- ➢ Improving communicative skills among students and developing their English Spoken efficiency.
- ➢ Placement of vernacular medium students.
- ➢ Mushrooming of new B.Ed and M.Ed colleges.
- ➢ Conducting B.Ed and M.Ed course in light of increased duration of courses.
- ➢ Creating effective Management Information system.
- ➢ Developing Policy framework.

B. CRITERION I: CURRICULAR ASPECTS

1.1 Curricular Design and Development

1. **State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, access to the disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc)**

Sr. No.	Major Considerations	Objectives
1.	Intellectual, Academic	To create and retain awareness about the interdisciplinary nature of Education.
2.	Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Value Orientation	To equip the students and teacher educators for inclusive educational practices to attain the objectives of training and education to develop a better democratic society based on the principle of equity and value.
3.	Intellectual, Academic, Global Trends and demands	To acquaint the students and teacher educators with the current global trends in education and research in order to keep their knowledge and awareness updated.
4.	Training, Self development	To provide wide exposure to the students for their all-round personality development.
5.	Intellectual, Academic, Training, Equity	To empower the students for creating the multicultural learning environment in the college and to promote lifelong learning impetus among the students and teacher educators
6.	Issue of ecology and environment	To involve the students and motivate them to actively participate in environmental protection activities through experiential learning
7.	Access to the Disadvantaged, Value Orientation	To equip the disadvantaged students with the knowledge and skills of value based education needed for social and national uniform development.
8.	Intellectual, Academic, Training, Self development	To train the students in learning skills so as to enable them to achieve excellence in their respective learning fields, forming the basis of self –development and to foster self regulated learning among the students through web based tools and strategies and web enhanced learning materials.
9.	Employment, Global trends and demands	To orient the students to life skills and work place skills in consistence with global trends and demands for their national and global placement.

2. Specify the various steps in the curricular development processes.

(Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies.)

- ➢ The B.Ed curriculum is updated in every 5th year;
- ➢ BOS forms various committees and sub committees for revising B.Ed curriculum;
- ➢ Each committee calls for comments and feedbacks from the faculty members of various institutions;
- ➢ Based on the feedbacks and also the recent trends the committee revises the syllabus and the draft of the revised syllabus is mailed to colleges calling for input and comments;
- ➢ Based on the feedbacks, BOS gives input to academic council regarding curriculum up-gradation;

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The B.Ed. curriculum was modified and updated for the academic year 2014-2016. The following points reflect the global trends incorporated in the curriculum and existing courses modified to meet the emerging needs to empower the young generation in the face of global competition in the fields of knowledge and economy, peace and progress and the high demand for values in all stages of life:

> *Environmental Education* to create awareness among students about the threat of global calamity because of environmental depredation causing horrible environmental pollution and global warming in particular and about the need of afforestation.

> *Population Education* to create awareness among the students about population explosion being more dangerous than atomic explosion, forming the basis of all problems of the world and about the indispensability of birth control leading finally to population control.
> *Gender* – Gender education bans gender discrimination which prevents equality between man and women and is a bar to women empowerment and democratic participation.

> *Peace and Value Education*- peace is threatened everywhere at the social, national and international levels. Discrimination leads to the violation of peace in society and lack of tolerance often proves to be a threat to peace at all levels. International agreement based on compromise can ensure peace. Loss of values especially in national and international politics entails the death of peace. Peace education and value education can teach students how to guard peace and value from degeneration.

> *Yoga Education* – now internationally and popularized – the basis of health and healthy life – to protect body from diseases and to increase an individual's working ability and thinking ability.

> *Health and Physical Education* – very effective education for all-round development of an individual. It aims at acquainting students how to keep body and mind fit for sound health means sound mind.

> *I.C.T- Based Education* – aiming to provide computer literacy to students in order to minimize the digital gap in the society. This education is provided to students through various technological devices. It is introduced to bring the students to the level of competition at the global level with those of the technologically advanced countries.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The curriculum that incorporates environment education, value education, ICT etc. focuses on the national issues and the effective implementation of the curriculum will ensure them to achieve the objectives.

> Extension Activity is held every year enabling involvement of the students in the community work projects.

> Through the teaching of aspects like Environmental Education, Information and communication Technology in education, Multiculturalism, Inclusion, etc., the institution strives to sensitize students towards the national and international issues ;

> Organization of various seminars, workshops and guest lectures on value education such asYoga;

> Celebration of various national and environmental days and celebration of festivals of all religions to develop in the student teachers the right attitudes and values ;

> Students and staff are regularly sensitized to promote energy conservation by switching off the lights and fans, computes, AC, LCD etc when not in use ;

> Visit to places of educational interest to spread awareness.

> Core elements are infused in every School Internship to inculcate value education ;

> Gender sensitization programs are regularly organized on issues like sexual harassment encountered by women at work place, strategies of self defense, women and maternal health care etc ;

> Apart from regular curricular focus, curriculum transaction also focuses on the issues like wars, terrorism, racism, human right education, peace education through involvement of the students in video production activities in the Smart Class Room.

5. Does the institution make use of ICT for curricular planning? If yes give details.

➢ The institute has a sprawling computer lab with 45 computers with internet facility. Sophisticated LCD projectors with computer interface are being used for teaching purpose. Smart board is made accessible to the teachers to equip the teachers with the use of ICT ;
➢ The teaching faculty is adept at various computer applications
➢ For making academic calendars of programs ;
➢ All faculty members in their session plans using latest technological methodologies at the beginning of the academic session ;
➢ Faculty use of Google classrooms, flipped learning etc for teaching purposes ;
➢ Curriculum transaction is done using the synchronous and asynchronous learning modes like group email, social networking sites like Facebook, Whatsapp etc ;
➢ Preparing student records for various purposes :
➢ Preparing instructional material for all levels of students ;
➢ Presentation of simulated lesson in Computer Assisted Presentation mode is compulsory at B.Ed level as per curricular requirement ;
➢ Preparing notices, circulars (for exams, time tables, academic calendar, practice teaching schedules etc) which are also accessible though common emails to both staff and students
➢ Using Library software;
➢ Active website which gives information about all events;
➢ Preparing IQAC reports, seminars and other reports and conforming to the action taken plans ;

Criteria 1.2 Academic Flexibility

1.How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice ?

The institute provides ample scope to orient and train the students for reflective experiences through: These include :

- **Micro Teaching, School Internship and simulated teaching exercises to make teaching reflective.**

- **Workshops, training programs / guest lecturers, field trips to make teaching valuable and effective.**
- **Community work experiences** help in providing experiences to expand the larger roles of teachers.
- **Continuous feedback** taken through feedback forms, proctorial sessions, student council meetings and other non formal interactions which help in making changes in the curricular transaction.

2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field ?

The institution provides for flexibility in the following ways :

- The institution provides instructional programmes both in Bengali and in English for catering to the varied learning needs of the students for ensuring adequate flexibility.
- Time table and time slots for B.Ed students is flexible ;
- Students are given the provision to submit soft copies of their presentations, reports, assignments etc ;
- Proctorial sessions and feedback session regularly held bring forth the needs and demands of students and accordingly the curricular plans are changed to accommodate them.

The institution provides for varied learning experiences in the following ways :

- Organizing training under the domain of simulated teaching activity practiced in actual and simulated settings. The students are given exposure to various practicum like demonstration lessons, School Internship, Micro Teaching Lessons and integrated (bridge) lesson, simulated lessons Role-play, Games, Models of Teaching, Creative teaching/techniques etc and one simulated lesson in Computer Assisted Presentation mode ;
- School Internship for B.Ed students wherein they indulge in variety of activities.
- Students are given content enrichment programs indifferent disciplines ;
- Organizing range of workshops/ training for students .
- ICT language training for vernacular students ;
- For fostering constructivist learning among the students , techniques like role plays, dramatization, video case based teaching, project based learning are used very frequently in different courses ;
- Sensitizing students to global environmental issues and problems by organizing environmental awareness week ;
- Encouraging he students to attend and present their papers in various state, national and international level academic gatherings as well as to participate in various intercollegiate competitions ;
- Community work activity is carried out by the students which gave an opportunity to the prospective teachers to develop civic responsibility through community engagement ;
- Sports day/ cultural events and celebration of all festivals and days of national importance ;
- Research paper reading sessions/guest lecturers from different institutes .

3. How does the institution ensure the inclusion of the following aspects in the curriculum ?
  i.   Interdisciplinary / Multidisciplinary
  ii. Multi-skill development
  iii. Inclusive education
  iv. School Internship
  v.   School experience / internship
  vi. Work experience / SUPW
  vii. Any other (specify and give details)

Interdisciplinary / Multi-disciplinary

- Team teaching by faculty members based correlations between subjects ;
- Students also give team teaching lessons during practice teaching based on correlations between different subjects ;
- Adopting asynchronous modes of learning like Google classrooms, flipped learning ;
- Interdisciplinary at B.Ed.

Multi-skill development is through the following regularly organized activities like :

- Workshops, seminars and guest lecturers ;
- Mentoring of students to present research papers in seminars ;
- Using ICT for teaching through innovative techniques like flipped learning in ; Google classrooms, blended learning, YouTube, blogs and other web resources ;
- Exposure to concept of smart classrooms .
- Add on certificate course for students .
- Computer assisted presentations by students ;
- Community service ;
- Indoor and outdoor games ;

School experience/School Internship

- Is conducted in schools for 4 months and 1 month teaching internship to foster their understanding of the school teaching –learning processes, organizational culture and administration;

- Students are encouraged to use ICT and cooperative teaching learning strategies.

Work Experience/SUPW : For discovering and enhancing hidden talents of students SUPW workshops are held . Activities like thermocol modeling, lantern making, warli painting, candle making, newspaper bags, embossing, ceramic paintings, mehandi, arts and crafts are done.

Any other (specify and give details)

- Field-trip works are done by the trainees by going to different places to conduct surveys on Geography, Biological Science and environmental studies. Besides, the trainees are encouraged and instructed to launch Literacy drive, family welfare and awareness programmes such as anti-dowry system, evils of witchcraft death in tribal villages. They are guided by expert teachers to warn the society against the danger of growing drug addiction among boys and girls, against the spread of AIDS. The trainees are also sent to different places to make people aware of the value of religious tolerance, unified social life and discrimination free social life. Above all, the trainees are taught through their daily mode of life, honesty, morality, devotion, sincerity, punctuality and discipline in order to teach them to the society in future.

1.3 <u>Feedback on curriculum</u>

1) How does the institution encourage feedback and communication from the Students, Alumni, employers, Community, Academic peers and other stakeholders with reference to the curriculum?

Students

- ➤ **Formal open forums** – where students present their problems and give suggestions. These are thoroughly discussed in staff meetings and student council meetings are constructively resolved.
- ➤ **Program Evaluation** is done by the students at the end of the academic year ;
- ➤ **Suggestion box** kept in multipurpose hall which is opened by the students council ;
- ➤ **Teacher's daily log books** : in which students evaluate each of the instructional sessions of the faculty members and give their feedback regarding the session ;
- ➤ **Student Council meetings** members talk about student problems ;
- ➤ **Grievance Redressal cell** : Students' demand for improvement of training & learning, etc. are duly addressed.
- ➤ **Self-reflection** during School Internship.

Alumni

- ➤ Alumni meetings where the ex-students of the institution come to give their feedback on the Programs and teaching process to the new students ;
- ➤ They also share their experiences of working in different types of schools.

Community (School Internship and placement schools)

- ➤ Formal feedback is taken at end of School Internship ;
- ➤ Discussion via informal interactions with school teachers and principals also provide suitable feedback regarding curriculum ;

Governing Body:

- ➤ Governing Body (GB) meetings held regarding G.B reviews the teaching learning process, research and other areas of functioning of the institute and provides suggestions and innovative ideas. The Governing Body call for suggestions and opinions from the faculty members for the academic improvement of the college and administrative suggestions from the administrative staff to better college administration. It considers the opinions and suggestions and recommends their implementation for overall up-gradation of the standard of the college. The institute makes efforts to comply with the recommendations and in the next meet, G.B reviews these compliances.

2. **Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum ? If yes give details on the same.**

Analysis of the feedback is done to identify the areas needing improvement.

The feedback generated has helped to bring qualitative improvement in the following ways :

- ➤ Communicating to BOS as well as members of syllabus revision committees regarding the feedback about the various courses and activities in the curriculum ;
- ➤ Discussing the feedback in staff meetings and mentoring the faculty members to improve quality of teaching and adopt current innovative practices like flipped learning, Google classrooms, blended learning, cooperative learning, concept mapping and such other active learning strategies;
- ➤ In School Internship by way of
  - Incorporating ICT in lessons given during School Internship.
  - Use of cooperative teaching learning strategies like team teaching, dramatization discussion, debates, seminars ;

3. What are the contributions of the institution to curriculum development ? (member of B.O.S/ sending timely suggestions, feedback, etc.)

In exercise of the powers conferred by the Government of West Bengal (Memo No. 329-Edn(CS)/EE/10M-16/15 dated 6th April,2015), the curriculum Committee hereby makes the following Regulations :

These regulations shall be called the Regulations (for the B.Ed. Programme), with effect from 2015.

They shall apply to every candidate applying for admission, registration, conduct and conferment of the B.Ed. degree with the jurisdiction of this State i.e. West Bengal.

Admissions, registrations and conferment of B.Ed. Degree shall be guided by these regulations.

The authority of the institution is also sending timely suggestions for keeping good academicians having sound academic & professional qualifications as per NCTE norms with expertise in education as the members of the "Board of Studies" (B.O.S) to ensure quality teacher education programme.

The University is yet to attach any importance to the aforesaid proposals and suggestions but it is hoped that those are to be rationally considered in the interest of proper effectiveness of B.Ed. curriculum.

Dr. Bobby Mahanta, Principal of the college, was the Member of the BOS of University of Gour Banga.

1.4 Curriculum Update

1.Which courses have undergone a major curriculum revision during the last five years ? How did these changes contribute to quality improvement and student satisfaction ? (Provide details of only the major changes in the content that have been made).

The syllabus was changed into semester system in the session 2015-2017. A major change is found in the existing B.Ed. curriculum which has been revised in 2015-2017 academic session by the University of Gour Banga to which this college is at present affiliated. These changes are both subject-related and allotment-and-distribution of marks – related. These are furnished below:

COURSE & CODE	COURSE NAME	MARKS	
		Theory	Engagements with Field
SEMESTER - I			
Course-I	Childhood and Growing up (1st & 2nd half)	50+50	25
Course-II	Contemporary India and Education (1st & 2nd half)	50+50	25
Course-IV	Language across the Curriculum	50	50
Course-V	Understanding Discipline and Subjects	50	50
Course EPC-1	Reading and Reflecting on Text	25	25
	Total	**325**	**175**
SEMESTER - II			
Course-III	Learning and Teaching (1st & 2nd half)	50+50	25
Course-VII-A	Pedagory of a School Subject Part-I	50	50
Course-VIII-a	Knowledge and Curriculum Part-I	50	25
Course-IX	Assessment for Learning (1st & 2nd half)	50+50	50
Course EPC-2	Drama and Arts in Education	25	25
	Total	**325**	**175**
SEMESTER - III			
Course-VII-B	Pedagogy of a School Subject Part-II	50	100
	School Internship		350
	Total	**50**	**450**

SEMESTER – IV			
Course-VI	Gender, school and Society	50	25
Course-VIII-B	Knowledge and Curriculum Part-II	50	25
Course-X	Creating and Inclusive School	50	25
Course XI Optional	Vocational/Work Education	50	25
Course XI Optional	Health and Physical education	50	25
Course XI Optional	Peace Education	50	25
Course XI Optional	Guidance and Counselling	50	25
Course XI Optional	Environmental and Population Education	50	25
Course XI Optional	Yoga Education	50	25
Course EPC-3	Critical Understanding of ICT	50	50
Course EPC-4	Yoga Education :Self Understanding & Development	50	50
	Total	**300**	**200**
Total marks : 2000			

Following Pedagogies are related with 2-year B.Ed. Curriculum as per latest NCTE norms .

Pedagogy of Science Teaching

The student teachers will be able to :-

- Appreciate the significance of teaching Science.
- Be acquainted with the Approaches & Methods of Teaching Science.
- Be used to the application of scientific knowledge and skills.
- Be acquainted with various practical aspects of science.

Pedagogy of Mathematics Teaching

The student teachers will be able to :-

- Understand the nature of mathematics and mathematics education.
- Know the objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books.
- Understand Teaching methodologies in mathematics education.
- Apply Mathematics education in cross-cultural perspectives.
- Understand the Assessment and evaluation in the teaching learning of mathematics.

Pedagogy of Social Science Teaching

The student teachers will be able to :-

- Appreciate the significance of teaching Social Science ;
- Be acquainted with the approaches & Methods of Teaching Social Science ;
- Be used to the application of knowledge and skills in Social Science ;
- Be acquainted with various practical aspects of Social Science ;

Pedagogy of Language Teaching

The student teachers will be able to :-

- ➢ Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal ;
- ➢ Acquire practical expertise in pedagogical analysis and develop behavioral competencies in teaching skills ;
- ➢ Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson ;
- ➢ Work out and practice strategies for teaching language skills and communication skills ;
- ➢ Credit working acquaintance with concepts of language learning assessment ;
- ➢ Turn in to resourceful user of different kinds of Language Test ;
- ➢ Become efficient in construction of Test and Test items ;
- ➢ Explore and experience various resources for target language learning ;
- ➢ Try out various means of organizing various resources for target Language Learning ;

2.What are the strategies adopted by the institution for curriculum revision and update ? (need assessment, student input, feedback from practicing schools etc.)

The institute is affiliated to University of Gour Banga which is the overall authority to decide and revise curriculum, hence on its own the institute cannot revise curriculum. However the institute periodically monitors the curriculum transaction and provides feedback to the curriculum revision committee to bring in desired changes.

On its own accord, however, the institute tries to improve the curriculum implementation by adopting following over the past years :
- Feedback is continuously taken from Internship schools as well as students to improve the teaching planning and implementation ;
- The proctorial and tutorial sessions help also generate feedback regarding the curricular and non curricular aspects ;
- Feedback regarding the course, teachers, teaching learning and overall expectations and performance are taken periodically from students ;
- Feedback is also taken from the placement schools regarding their needs and their experiences with students already placed ;
- Alumni working in different schools also frequently give their feedback as well as share their experiences.

1.5 Best Practices in curricular Aspects

1.What are the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects ?

The institution has undertaken the following steps to enhance and sustain the quality of the institution.

Quality sustenance Measures :
- Faculty forums, faculty development programs, induction and mentoring programs are conducted to enhance and sustain quality in teacher education by empowering teacher educators;
- Implementation of the feedback obtained from course evaluation, and open forums, is rigorously implemented for better quality results;
- Preparing annual action plan on the basis of constructive inputs by various feedback agencies like professional peers, inputs from Governing Body, Academic Committee, students, School Internship.

Quality enhancement Measures:- The measures related to quality enhancement of curricular aspects taken by the college are classified into two levels : *1. Measures related to quality enhancement of students' learning. 2. Measures related to quality enhancement by capacity building of the faculty*
- **Measures related to quality enhancement of students' learning**
  For this the following activities have become a regular feature of our action plans:
    - Diagnostic testing;
    - Content enrichment programs – inputs by subject experts in the field;
    - Tutorials, Open book assignments, Essays;
    - Computer Assisted Presentations in their respective methods;
    - Book reviews;
    - Peer tutoring;
    - Proctor meet;
    - Mentoring, counseling;
    - Rewards / recognition/appreciation;
    - Attending guest lecturers;
    - Attending workshops and seminars organized by our own institution and others;
    - Open forums for students grievances and problems;
    - Making team efforts for the solution of students' academic problems;

- Capacity building of the students through various 'add-on' programs;
- Making modifications after the course evaluation by the students;
- Valuing learning diversities through inclusive practices;
- Focusing on sustained efforts towards developing the understanding among the students about the significance of constructive learning strategies adopted by the institution;

> **Measures related to quality enhancement by capacity building of the faculty**
- The Governing Body involves staff in the act of improvement of the effectiveness and efficiency of the institutional processes;
- Encouraging the faculty at the beginning of the course to do their SWOT analysis;
- Goal setting exercises at the beginning of the course;
- Session plans developed at beginning of academic year;
- Enabling the faculty to produce effective and innovative lesson plans in their respective teaching subjects;
- Career development plans and supporting them for the realization of the same;
- Mentoring activities for the professional confidence of the new recruits;
- Faculty forums for knowledge enhancement;
- Encouraging faculty participation in various seminars, workshops, conferences;
- Promoting the research activities among the faculty;
- Promoting staff welfare policies;
- Encouraging self initiative among faculty for designing appropriate practices for creating a new learning culture;

The Governing Body focuses special emphasis on the proper implementation of quality enhancement measures with the support from experienced faculty members and experienced experts from various institutions.

2. **What innovations/best practices in 'Curricular Aspects' have been planned/implemented by the institution?**
The college regularly experiments with innovative measures to introduce new and novel practical teaching philosophies to achieve the best result with respect to the students' progress in the course they are undergoing in this institution. The following practices in the form of innovation in the field of training and education have been adopted by the college.

Best Practice : 1
School Internship
It is a new concept launched by the institute as per guideline of NCTE from the session 2015-2017 to give maximum exposure to the trainee teachers in experiential learning with an objective to orient the students to the real educational scenario prevailing in the schools for 4 months Internship and one month teaching internship in the secondary/higher secondary schools by creating a collaborative bond between the in-service and pre-service teachers. This practice proves to be very effective in grooming trainee teachers to perform their desirable role in their class room.

Best Practice : 2
Teaching for Reaching the digital Natives
The prospective teachers are trained in various digital tools which can make the teaching learning process more effective and enjoyable for the digital age learners. The college regularly evaluates the process and practice to come out with more simplistic methods for better perfection.

Best Practice : 3
Flipped classroom
In this instructional practice an instructional presentation is made available to the students asynchronously via e-mail/pen drives/Google Classroom etc. Students are asked to learn the concept on their own independently which is followed by the enriching inputs by the facilitators through discussion on the concepts.

Best Practice : 4
Research orientation
The institution encourages the faculty members and the students to present their papers in state, national and international level seminars, workshops and conferences. The college authority provides all sorts of possible support to the faculty members and students to thus enrich and update themselves.

Best Practice : 5
Community service
To bring in value transformation and attain satisfaction the students of B.Ed are given the platform of community work. The prospective teachers are expected to serve the community and complete their practicum in community participation and development like:.
 ➢ Organization of a rally or campaign on any social issue e.g. polio, HIV, Electoral Rights, Gender sensitization etc.
 ➢ Gardening.
 ➢ Cleanliness of the campus and beautification
 ➢ Cleaning of furniture
 ➢ Assembly
 ➢ Community Games
 ➢ Cultural Programmes.
 ➢ SUPW
 ➢ Scout & Guide/NSS
 ➢ Celebration of National Festivals, Teachers Day etc.
 ➢ First Aid
 ➢ Aesthetic development activities-decoration of classroom etc.

Best Practice : 6
Using ICT enhanced pedagogical strategies
The college uses ICT enhanced pedagogical strategies for creating student centred learning environment like, CAI, Movie, video case based learning, Filmstrip, Animation, Power Point Presentation, CAL, Educational CD etc.

Additional Information to be provided by Institutions opting for Re-accreditation/Re-assessment:

1. **What are the main evaluative observations/ suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?**

2. **What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

Section II : CRITERION WISE ANALYSIS	NAAC Observations-**First Assessment Report-2009)**	NAAC Observations- **previous assessment report-2012)**
2.1.1 Curriculum Design & Development:	**Curriculum designed & developed by North Bengal University is followed as University of Gour Banga established in Feb. 2008 has adopted it.** **The Curriculum not in tune with NCTE and UGC Curriculum Frame Work (First Assessment Report-2009)** *The University of Gour Banga formed a committee for curriculum design and development in tune with NCTE and UGC Curriculum Frame Work through its own monitoring committee. The committee has designed and developed the curriculum accordingly, which has been endorsed, adopted and introduced by the University. Now all the B.Ed. Colleges follow the said curriculum design.* * **No initiative of Faculty in curriculum development.** *Faculty members were duly appointed in strict accordance with the norms & guidelines of the NCTE. They are now taking active initiative in curriculum development through systematic and planned teaching and teaching - learning activities.*	**The curriculum is designed and developed by Gour Banga University** *Uniform curriculum structure for Two Year B.Ed. Programme in West Bengal prepared by the curriculum committee, constituted by the Higher Education Department, Government of West Bengal.* **Value added course has not been designed.** *As per latest NCTE Norms the following value added courses included in the present B.Ed. curriculum and introduce as optional paper.* * Vocational/Work Education * Health and Physical Education * Peace Education * Guidance and Counseling * Environmental and Population Education * Yoga Education
2.1.2. Academic Flexibility :	**University syllabus has provision for three electives but the College offers only one elective at B.Ed. level** *Balurghat B.Ed. College offers 3 (Three) Electives Subjects as per University syllabus but a trainee is to choose only one of the following 3 (Three) subjects as special paper (Elective) :* I) *Issues and problems of Primary & Secondary and higher Secondary Education.* II) *Guidance and Counseling.* III) *Environmental Studies.* *This is clearly stated in the Prospectus.* **Attempts are yet to be made to introduce value added courses**. In order to strengthen the teaching-learning ambience, and to prepare the graduates and postgraduates to meet the challenges of the global work environment, the Governing Body has taken up several initiatives in introducing value added courses. **Annual system is being followed.** Yes, annual system is followed as per direction of the concerned University.	**Only one subject option is allowed** *Six optional papers are provided in the syllabus and the trainees has to select any one out of the six papers as per the latest Uniform Curriculum Structure for Two year B.Ed. Programme, in West Bengal.*

2.1.3 Feedback on Curriculum	* **Feedback on curriculum is taken from students only.** * **Feedback taken is analyzed by committee of Faculty members.** * **The outcome of analysis is yet to be used for Curriculum revision.** *Feedback on Curriculum from students and from the Committee of Faculty members are critically analyzed by the experts and resource persons of different Universities of India in a National Work Shop entitled Revision of B.Ed. Curriculum as per National Curriculum Frame Work for Teacher Education – NCFTE-2009 dated April 25th & 26th 2011, held in and organized by Balurghat B.Ed. College. Their views and recommendations on the existing B.Ed. curriculum have been forwarded to the Higher Education Authorities of Human Resource Department, Govt. of India.*	**One workshop on curriculum modification was organized** *04 workshops have already been conducted on the basis of new uniform curriculum structure for 2 year B.Ed. Programme.* **Some suggestion were communicated to the University** *The Balurghat B.Ed. College made several suggestions to the concerned University and Government for necessary rectification / modification of B.Ed. curriculum.*
2.1.4. Curriculum Update	* **The present syllabus was modified and introduced in 2004-2005 academic session.** *The revision of the Syllabus is not under the jurisdiction of the College Authority. The revision or modification of the syllabus can be done only by the concerned University in consultation with the Higher Education Department, Govt. of West Bengal. The College authority demanded for modification and revision of B.Ed. curriculum as per National Curriculum frame work for Teacher Education – NCFTE-2009.* * **Computer Education is not offered as compulsory paper.** *The College Authority moved to the University in several occasions for offering Computer Education as compulsory paper but the E.C. council of the said University has not taken any positive measures in this regard.* * **Curriculum revision on the basis of feedback from stakeholders is yet to be implemented.** *The College authority is well- equipped to implement the revised/ modified curriculum as soon as it is introduced by the concerned University.*	**University revised the syllabus sometimes in between 3 to 5 years** *The fact is true but the Government already formed Uniform Curriculum Structure for Two Year B.Ed. Programme in West Bengal, and accordingly this new uniform B.Ed. curriculum was introduced in 2015 by the University.* **Teachers try to cover some contemporary issues in class** *The faculty members are directed to cover and deal with all the relevant contemporary issues like birth control, population explosion, environmental depredation, disaster management, gender equality etc. as per the latest syllabus.*
2.1.5. Best Practices in Curricular Aspects (if any)	**The College is yet to come out with best practice related to Curricular Aspects.** *The College attributes prime importance to co-curricular activities in order to bring about the physical, moral and intellectual development of the trainees.*	**Two days workshop conducted on curriculum** *04 workshops were already conducted on uniform curriculum structure for two year B.Ed. Programme at the beginning of the session 2015-2017*

CRITERION II : TEACHING-LEARNING AND EVALUATION

2.1 Admission process and Student Profile

1.Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution ?

Admission Policy for Bachelor in Education (B.Ed)

- ➢ Intake Capacity : 200 students;
- ➢ The institution is affiliated to the University of Gour Banga and hence adheres to the rules and regulations stipulated by the university regarding admission procedures;
- ➢ Admissions are made strictly as per the Govt. of West Bengal guidelines and the students are admitted strictly on the basis of merit through online admission procedure adopted by the University;
- ➢ Advertisements made in leading newspapers by the concerned University;
- ➢ University website ;
- ➢ E-mails to those who want to know the profile of the college;

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The college strictly follows the admission criteria framed and circulated by the University in order to ensure admission to all applicants fulfilling the university made admission criteria as furnished below.

Admission criteria for B.Ed. Programme :

Any candidate who has obtained 50% marks in Bachelor Degree/ Master's Degree in Science/Social Science/Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks are eligible for admission in B.Ed Programme. For admission, the Institution follows the prevalent rules as prescribed by the NCTE Regulations, 2014 (published in the Gazette of India : Extraordinary, Part-III, Sec-4, dated 01.12.2014). Mode of admission is based on the total score obtained from his/ her Secondary, H.S., Graduation and Post-Graduation. Relaxation of the percentage of marks for reserved category candidates will be as per State Govt. rules. Intake capacity is as per NCTE, State Govt. & other statutory bodies.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

- ➢ The institute provides equal admission facilities and opportunities as per university guidelines to all students irrespective of cast, class, gender, community and religion;
- ➢ Educational loans and payment of fees in installments is allowed to the students belonging to the poor, backward/socially disadvantaged community and scholarships are provided to the eligible students;
- ➢ Curriculum transaction involves the 2 language formula (English, & Bengali);
- ➢ Medium wise (English & Bengali) tutorials and learning materials;
- ➢ The library facility and book borrowing facility for students are also provided;
- ➢ Multiculturalism is an integral part of the curriculum;
- ➢ In all the examinations, question papers are framed bilingually (except Language method) and answers should be written in English or Bengali (except language);
- ➢ As per University & NCTE guidelines. Condonation: Student must have 80% of attendance in theory and 90% attendance in practicum in each course for appearing in the examination.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Teaching of National Integration with its problems and Role of Education for solving these problems as national problems for maintaining national solidarity, teaching of topics on individual differences and children with special needs in theoretical perspective and treating all the trainees equally irrespective of their differences if any, providing equal opportunities and recognition of talents, providing special facilities to the students of disadvantaged and backward categories are the various practices used by the institution to help the trainee-teachers develop knowledge and skills related to diversity and inclusion with their application in class room situations effectively.

2.2. Catering to Diverse Needs

1. Describe how the institution works towards creating an overall environment conducive to learning and development of the students.

The following is done to create an environment conducive to learning and development of the students:

- Using constructivist learning strategies for fostering students' learning;
- Optimum use of ICT integrated pedagogical strategies;
- Providing content enrichment and content up-gradation in specific subjects;
- Providing vast exposure to various learning experiences like guest lectures, seminars, field works, visits etc;
- Providing infrastructural, financial and psychological supports to the needy students;
- Organizing remedial teaching for low achievers;
- Enrichment programs for high achievers;
- Using diverse assessment tools to make evaluation comprehensive, continuous and transparent;
- Periodical monitoring and timely feedback on students performance;
- Focusing on fusion approach (infusing values) to co-curricular activities.

2. How does the institution cater to the diverse learning needs of the students?

The students of the institute differ from one another in terms of age, gender, marital status, medium of instruction, religion, and stream of knowledge, level of achievement and ability or disability. The institution has adopted the following as part of philosophy of inclusion for catering to the diverse learning needs of the students:

- **Language**
- Providing medium wise guidance for practice teaching;
- Developing a glossary of terms in Bengali & English languages;
- Making optimum use of Bengali & English while interacting in the class;
- Permitting students to write examination or presenting any practicum or assignment in the language comfortable for the students;
- Conducting remedial sessions and tutorials in the languages of the students.

- **Flexibility in offering special fields**
  Four subjects such as Environmental Education, Guidance and Counseling, Global education and Computer Applications to Education are offered to students to cater to their diverse needs.

- **Supporting multicultural environment in the class-room**
- An environment of mutual respect, mutual understanding is maintained and diversity is celebrated through various co-curricular activities ;
- Care is taken to bring in multicultural understanding during any discussion in the class.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

- Use of instructional innovations by involving the students in active discussion on issues like gender equality, movie show on the issues of child labor;
- Frequent use of social constructivist learning strategies like cooperative learning and collaborative learning for catering to the learning needs of linguistic and ability wise diverse learners;
- Organization of guest lectures on inclusive education as well as practicing inclusion;
- Making presentation on variety of topics by faculty members involving inclusion to both faculty and students;
- Field survey on the theme of gender sensitivity and multiculturalism;

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

- Organizing workshop on inclusive education for creating awareness about the methodology of teaching;
- During the staff meetings and faculty forums too, special needs of learners with other forms of physical handicap as well as language diversity are discussed and solutions are sought out to make the learning environment conducive for them.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

- Guest lectures on topics like gender sensitivity;
- Innovations in practice teaching like ICT based lessons, concept maps, graphic organizers, peer tutoring, team teaching, cooperative learning, game based lessons, role plays, mobile learning, designing and using constructivist lessons, synchronous and asynchronous learning modes, flipped classrooms, concept attainment models etc to cater to the heterogeneous students;

2.3. Teaching-Learning Process

1. How does the institution engage students in "active learning"? (use of learning resources such as library, web site, focus group, individual projects, simulation, peer teaching, role-playing, internships, practicum, etc.)

The following are the ways used to engage students in active learning:

- **Resource mobilization for active learning ;**
- The institution has a well-stocked and continuously updated library with 8476 books and complementary journals, Encyclopedias, CDs of various subjects area, psychological journals etc.;
- Provisions are made in the framing of the time table so that students have designated time schedules wherein they utilize the library services ;
- Students are engaged in the library by giving them assignments, tutorial questions, projects (individual and group), book reviews, open book assignments, using newspapers and journals for presentation ;
- Institute is in the process of developing has web portal in academic year 2015-2017 where reading materials and references are put for each topic taught and students can avail themselves this for their study and reference;
- The college is also trying to adopt asynchronous techniques of teaching learning like blended learning and providing e instructional materials through their institutional emails to engage students in active learning.

> **Peer tutoring**

The share and Care program based on the mentor – mentee system trains the students in:
- Basic skills in computer operations and programs like excel and power point;
- English speaking skills;
- Statistics in evaluation;
- Lesson planning;
- Remedial teaching;

> **Active Learning**

Is promoted by employing various activities such as:
- Seminar presentations;
- Self study cum discussions;
- Co-operative learning techniques;
- Open book assignments;
- Group learning strategies such as brainstorming, buzz sessions etc;
- Concept mapping techniques;
- Use of web resources such as discussion forums;

2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

Some of the participatory activities largely advocated and followed by the college on a regular basis are:
- All practicum aspects like micro teaching, simulated teaching (innovative strategies like role plays, gaming, computer assisted lessons, concept attainment model etc);
- Computer Assisted presentations and school internship programme;
- In almost all subjects, collaborative learning approaches are adopted for organizing classroom activities where students debate, discuss, improvise apparatus, prepare worksheets, poster, slogans, street plays, bulletin boards etc ;
- Micro teaching;
- Lesson planning;
- School internship;
- Paper presentations by students in national and state level seminars;
- Share and care program

Initiatives taken for self management of knowledge as well as skill building in students
- Organization of a rally or campaign on any social issue e.g. polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening.
- Cleanliness of the campus and beautification
- Cleaning of furniture
- Assembly
- Community Games
- Cultural Programmes.
- SUPW
- Scout & Guide/NSS
- Celebration of National Festivals, Teachers Day etc.
- First Aid
- Aesthetic development activities-decoration of classroom etc.

3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning ? Detail any innovative approach/method developed and/used.

➢ For this, techniques like brainstorming, role plays, dramatization, video production, video case based teaching, project based learning, cooperative learning, ICT mediated instruction, problem based learning, inquiry based learning, use of manipulative for teaching of mathematics, using social constructivist language learning strategies, blended learning strategies are used very frequently in different courses;

➢ Curriculum transaction also is enhanced in its quality through using the synchronous and asynchronous learning modes like group email, blogs social networking sites like Facebook, Whatsapp etc.

4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student?

Yes. Student teachers are motivated to at least compulsorily give one lesson using a model for teaching school subjects in simulated settings.

List of the models of teaching used for this purpose:

a) Behavior Modification Model-   Programmed Instruction.
b) Information Processing Model –   Concept Attainment Model
c) Personal Model -   Conceptual Systems Model
d) Social Interaction Model -   Social Stimulation Model.

5. Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

The institute every academic year compulsorily devotes considerable time in teaching and training the students in the following micro skills:

• The skill of Set Induction;
• The skill of fluency in Questioning;
• The skill of Probing Questioning;
• The skill of Stimulus Variation;
• The skill of Explanation;
• The skill of Illustrating with Examples;
• The skill of using the Chalk board.
• The skill of using closure.

Model of micro skill practice

• Three – Four teachers demonstrate the skills;
• Students are then guided to give a 5-10 min lesson in each of the skills;
• The teach-re-teach model is adopted;
• Once the students are confident in usage of skills, they give bridge lessons (10-15 min) which integrates 3 or more micro skills.

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

School Internship :

• No external evaluation during the internship of one month (2nd semester)
• In 3rd semester 150 marks to be awarded by University appointed External examiner.
• Internal evaluation 150 marks (method teacher-100, Principal/head of the Institution-50)
• Files/report submitted-50. Both external and internal examiners shall sign the files and evaluation will be made by them with equal weightage.

7. Describe the process of Block Teaching / Internship of students in vogue.

Internship
- ➢ Internship is conducted for 04 months and 01 month teaching internship in schools;
- ➢ The students are given orientation prior to internship;
- ➢ For giving students a whole range of experience certain mandates are planned which need to be accomplished in the internship period. These are:

Lessons & Activities
- ➢ At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)
- ➢ During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register stock register, mid-day meal, conduct of periodical meetings, purchase and co-curricular activities as per syllabus.
- ➢ Student teachers will be able to recognize the needs of in-service programme.
- ➢ Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/herself in all activities of the school.

8. Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.
Yes. The synergy element prevails in the following manner:
- ➢ The school supervisors and the subject teachers give teaching units to the student teachers;
- ➢ They are given the roles of becoming mentors of the student trainees;
- ➢ School teachers brief the student teachers regarding teaching of particular content areas. They also provide students with resources available in school for transacting the lessons effectively;
- ➢ The faculty members who go to schools for school internship also keep meeting the school supervisors and teachers and also ask school teachers about the other arenas wherein partnerships can occur;
- ➢ School teachers and supervisors are motivated to attend the school internship sessions;
- ➢ Student teachers apart from the lessons that they take are also asked to work in close association with school and be available for taking proxy lessons as well as involve in all academic and non academic work of the schools.

9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?
- ➢ Sensitizing the students to the concept of diverse learners, multiple intelligences, multiple learning styles, learning disabilities (dyslexia, disgraphia, dyscalculia, autism, ADHD etc);
- ➢ Giving training in diagnostic testing, dial teaching for the weaker students and enrichment programs for the bright students.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?
- ➢ A well equipped computer laboratory with internet facility is available to be freely used by the students;
- ➢ The share and care program wherein a computer proficient student is paired with another student to tech him/her ICT skills;
- ➢ The students compulsorily make individually develop and teach using Computer Assisted Presentations on any topic in their selected methods;
- ➢ All handouts are given to students via emails; all circulars, timetables etc are put on the institute website;

2.4. Teacher Quality

1. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?
- ➢ The ratio of student teacher to identified school internship schools is 1:15 approximately;
- ➢ Care is taken to include students from different subject methods in group so as to make them heterogeneous;
- ➢ The ratio is decided on the following basis;
- • Type of the school – upper primary, secondary and higher secondary;
- • Number of Sections in schools;
- • Number of different methods students;
- • Readiness of the school and their receptivity towards school internship;

2. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.
- ➢ **Feedback on teach plans:** These plans are guided by the faculty members and feedback is provided in the form of recommendations and suggestions always on a one to one basis. Students prepare re-teach pans based on the guidance of supervising teacher.
- ➢ **Feedback on Re-teach Plans:** feedback on re-teach plan is provided on the standard checklist by the supervising teacher. Faculty members makes written observations on this check list which is handed to the students after teaching. The suggestions provided are constructive highlighting the core strength of trainees.
- ➢ **Peer Feedback** wherein peers observe lessons and give their feedback on observation sheets provided to them.
- ➢ **Reflective Feedback:** Trainees reflect upon their own self on the reflective sheets provided to them. Through this they realize their own shortcomings and strengths.
- ➢ **Feedback Forum :** This feedback forum brings all the groups and supervising teachers on a common platform. Here some common feedbacks are discussed and suggestive and corrective measures are shared. Trainees also share their reflection and discuss their doubts. At the culmination it is ensured that trainees develop an optimistic attitude and a desire to improve and excel;
- ➢ Oral and written feedback is given on the academic performance.

3. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?
The student teachers are updated on the policy through direction and educational needs of the school through following programs:
- ➢ **Orientation Program** planned before going for school internship, it includes:
  - • The Curricular requirements of different boards and the syllabus;
  - • Preparation of the lessons and demonstration;
  - • Use of teaching aids and technology;
  - • Code of conduct;
- ➢ **Talks and Guest lecturers given by Alumni working in different schools**
- ➢ **Placement Cell** which regularly calls upon school personnel to talk to students regarding their requirements and policies;
- ➢ **Seminars, workshops** arranged by the institution regularly which focuses on latest educational developments and changing needs.
- ➢ **Bulletin Board** being updated with information relating to jobs, career advancement programme and other avenues.

4. How do the students and faculty keep pace with the recent development in the school subjects and teaching methodologies?

Students and faculty are updated with the recent developments in subject and teaching methodologies through:

- **Innovative methods of teaching core and optional subjects**
- **Training programs** in specific subject to enhance their skills;
- **Content enrichment programs :** that includes the latest updated subject content with innovative teaching methodologies integrated in them;
- **Seminars and forums for discussions:** Resource persons/Alumni working in different schools are regularly called up for sharing their experiences, presenting model lesson plans and delivering sessions in innovative techniques being followed in schools;
- **Annually held Seminars/Workshops** inviting all stakeholders like school principals and teachers, University and other college teachers.

5. What are the major initiatives of the institution for ensuring personal and professional / career development of the teaching staff of the institution (training, organizing and sponsoring professional development policies, promotional policies, etc.)

- Organization in Seminar and workshops (Education for social change, women empowerment, learning needs of students, exploring alternate learning spaces);
- Participation in Faculty Development programs;
- Participation in conference, seminars and workshops;
- Motivating faculties to write a research papers and articles;
- Participation in committees at university level for examination, syllabus revision etc.;
- Policies like grievance cell and women development cell and awards for promotion.

6. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Yes. The institute has several ways and modes to reward and motivate staff members. These include:

- Transparent performance appraisal system;
- Felicitation and appreciation letters given to staff on Teacher's day and other annually held programs;

2.5. Evaluation Process and Reforms

1. How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

Identifying Barriers

The barriers to students' learning are identified through:

- Performance in learning activities, assignments and examinations;
- Participation in learning process and informal interactions with them;
- Proctorial and tutorial sessions;
- Suggestion box.

Communication regarding barriers

Their weaknesses are communicated to them through:

- Oral and written feedback given during theory and practical component review;
- Proctorial and Tutorial session

Addressing Barriers through

- Forming study circle, conducting proctor meetings and organizing tutorials and remedial sessions;
- Organizing "Share and Care" sessions for peer tutoring;
- Conducting open forums for timely problem – solving;
- Providing academic and personal counseling;

- ➢ Making provision for retests;
- ➢ Providing good infrastructure like well furnished class-rooms, proper light and ventilation, washrooms and common rooms, rich library resources;
- ➢ Providing easy access to technology through making the arrangement of smart class and LCD projectors, making the computer lab with internet facility, scanner and printer and TV available to the students;
- ➢ Ensuring teacher quality by recruiting fully qualified teachers, regularly appraising their job performance, giving them constructive feedback about their performance, making provision of their professional growth by organizing faculty development programmes for them and giving them opportunities to participate in orientation and refresher courses.

2. Provide details of various assessment / evaluation processes (internal assessment, midterm assessment, term end evaluations, external evaluation) used for assessing student learning?

B.Ed assessment: As per the directives of the University of Gour Banga, the student teachers desirous of obtaining the B.Ed. degree have to complete the total 2000 (credit : 80) marks in 4 semesters.

Internal Assessment in case of practical activities 60% of 2000 marks is done continuously throughout the academic year by way of:
- • Micro teaching;
- • Open book assignment;
- • Essays;
- • Terminal examinations;
- • Class tests;
- • Practice Teaching;
- • Seminars;
- • Community work;
- • SUPW;
- • Computer assisted presentation;
- • Simulated lessons;
- • Internship;
- • Action research project.

3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?
Communication of assessment/evaluation outcomes is done through:
- ➢ Putting the results on the notice boards and orally informing the students;
- ➢ Care is taken to provide an analytical and holistic picture of the performance of the students in various subjects and activities.

Improving performance is done through:
- ➢ Providing individual feedback to students;
- ➢ Identifying weak students, organizing content enrichment and providing remedial teaching programmes;
- ➢ Making proactive changes in the teaching learning process like using cooperative learning, providing online learning resources.

4. How ICT is used in assessment and evaluation processes?
ICT is optimally used in the assessment and evaluation processes as follows:
- ➢ Preparation and communication of assessment, practicum and examination schedule to the students through E-mail ID;
- ➢ Receiving communications from the University about the semester and examinations schedules;
- ➢ Computerized results of various assessment and evaluation processes;

2.6. Best Practices in Teaching-Learning and Evaluation process

1. Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?
The significant innovation in the evaluation process of this institution is self-evaluation. The trainees are judged in conformity with the 'Marking Scheme" to be checked by the teachers at last.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?
For reflecting on best practices in the delivery of instruction including use of technology the following is done:
- ➢ Feedback from the students and peers regarding teaching and other activities is taken;
- ➢ The faculty analyzes the different feedback sources and prepares a reflective report of the activity and on the bases of it the further plan of action is decided;
- ➢ Accessing digital libraries, online journals, teaching learning resources from internet to enrich the teaching – learning process.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment
1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

Additional Information to be provided by Institutions opting for Re-accreditation/ Re-assessment

1. **What are the main evaluative observations/ suggestions made in the first assessment report with reference to Teaching learning and Evaluation and how have they been acted upon?**
2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

2.2 Teaching- Learning & Evaluation :		
	NAAC Observations- **First Assessment Report-2009)**	NAAC Observations- **previous assessment report-2012)**
2.2.1 Admission Process and Student Profile	**Students are admitted on the basis of merits at the qualifying exam as per admission procedure formulated by University of Gour Banga.** **Reservation policy of West Bengal Government is followed.** **The admission notice is published in daily newspaper by the College.**	**Prospectus, advertisement and website are there** *The fact is true the college has published prospectus, advertisements regarding admission process etc are made in daily newspapers for wide publication and also exhibited on college website.*
		Centralized system of admission *On line centralized admission process started for the session 2016-2018 by the concern University.*

	Now a centralized admission system has been introduced by the University of Gour Banga. After the completion of the admission process, the University sponsors the names of the trainees to the respective Colleges.	**Reservation policy is followed by the University** *100 point rosters is followed strictly in accordance with reservation rules maintained by the Govt. of West Bengal as well as by the University.*
2.2.2. Catering to the Diverse Needs :	**The college does not assess knowledge of students after admission.** **The college is yet to think about the strategy for advanced Learners.** *** The mentoring system is yet to be developed.** *** Accessibility, adaptation of curricula and methodologies to address diverse needs of learners not paid attention.** *The faculty members of the college assess the knowledge of admitted trainees through counseling, who are accordingly graded and taught separately according to the needs of the slow learners and advanced learners with a view to bring teaching-learning uniformity among them.* *Faculty members of the college take keen initiatives to improve and strengthen the monitoring systems according to observation of NAAC Peer Team.* *To fulfill the diverse needs of the trainees regarding the accessibility and adaptation of curriculum and methodologies, arrangement of several lectures with Audiovisual Teaching Aids, delivered by the renowned educationists and resource persons has been made by the college.*	**Mechanism to deal with diverse needs is yet to be initiated** *Teacher are trained for inclusive education to meet diverse needs of the trainees.* **Remedial treatment of fast and slow learners need to be strengthened** *Special classes are arranged for the slow learners as remedial measures and creativity work for the fast learners to strengthen their creative spirit and mind*
2.2.3 Teaching-Learning Process:	*** Only Lecture Method is used for teaching by Faculty members.** *** A – V Aids & Power point presentation not used by Faculty members during teaching.** *** ICT is yet to be used for retrieving information related to different aspects of Education.**	**Few teaching methods like lecture, discussion, demonstration etc are practiced** *Different teaching methods other than traditional methods like project work, Demonstration of A.V.Aids, Action Research, Visit, Group work, storytelling, presentation of fieldwork, Case study, action research are used by all faculty members.*

	At the time of delivering lecture A-V Aids & Power point presentation and ICT are used by the Faculty members as per NCTE norms.	**Practice teaching is done as per norms**. *The college strictly followed practicing programme as per earlier norms and at present School Internship programme for 04 months during 3rd semester and 01 month teaching internship during 2nd semester adopted by the new syllabus for each B.Ed. Trainee is followed by the college.*
		Training to deal with diverse needs yet to be initiated *The faculty members of the college are sent to different training oriented programme and workshops to be acquainted with the latest methods to deal with diverse needs of the students to equip them with latest information so as to enable them to transmit it to other peer faculty members and trainee teachers.*
2.2.4. Teacher Quality :	* **Only Principal holds doctoral degree.** * **Appointed Faculty members are yet to acquire qualification as per UGC norms.** * **Faculty members are yet to think of innovations related to different aspects of Education.** * **The College is yet to conduct Faculty Development Programme for improving the Teaching and Research Competencies of Faculty members.** **Ans :** All the Faculty members were duly appointed abiding by the norms and rules prescribed by the NCTE and Higher Education Department, Govt. of West Bengal for B.Ed. Colleges. The norms of appointment for general colleges are not applicable in case of B.Ed. Colleges. The Governing Body always tries to improve the teaching and research competencies of Faculty members. Therefore so many Faculty members were enjoyed such facilities for improving their teaching and research competencies. The faculty members are allowed to	

	participate in different seminars and symposiums to refresh and enrich their knowledge.	
2.2.5. Evaluation Process and Reforms :	* **In each paper three Unit tests, and one Test Exam are conducted.** * **Continuous evaluation is practiced to some extent.** * **The checked answer scripts are shown to students for giving feedback.** * **Self-evaluation by students is followed.**	**Unit tests are held** *The college conducts unit tests in a regular manner to make a regular assessment and evaluation of the students' progress or weaknesses.* **Final exams are held by the University** *The final examination is taken semester wise by the University.* **ICT is yet to be used for evaluation** *The college taken up the matter with the appropriate Authorities to use ICT for evaluation of the trainees in near feature, but so far as the present syllabus and question patterns as well as allotment of marks on each question are concerned ICT is hard to introduce for evaluation.* **Grievances are redressed by the University** *So many grievances received from the students regarding results and the said grievances forwarded to the University to redress them.*
2.2.6. Best Practices in Teaching – Learning and Evaluation (If any) :	* **Self – evaluation by students.** * **Assessment of Faculty members by the Principal.**	**Power point presentations are prepared and used by a few subject teachers.** *All faculty members prepare and use power point basing on the subject content in the form of slide presentation, film strip, animation etc.*

CRITERION III ; RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

1. How does the institution motivate its teachers to take up research in education?
Teachers are motivated to take up research in education through the following:
- ➢ Organizing research methodology workshops for providing a sound research methodology foundation periodically;
- ➢ Providing wide exposure by organizing research paper reading sessions from scholars of reputed institutes;
- ➢ Organizing faculty forums for discussing research related topics;
- ➢ Encouraging teachers to participate and present research based papers in national and international seminars;
- ➢ Encouraging teachers to publish research based papers in reputed national and international journals;

2. What are the thrust areas of research prioritized by the Institution?
Teacher Education, Primary Education, Secondary Education, Curriculum Development, Methodology of Teaching, Educational Technology are the thrust areas of research prioritized by the institution.

3. Does the institution encourage Action Research? If yes, give details on some of the major outcomes and the impact.
Yes, the institution is encouraging its staff members of teaching or action research.

4. Give details of the Conference/ Seminar/ Workshop attended and/ organized by the faculty members in last five years.

The details of the conference seminar/ workshop attended by the faculty members in last five years are given below:-
National Journal/s

Professional Development of Teachers' for Quality Assurance in Adolescents. Praachi Journal of Psycho-Cultural Dimensions, Regd. No. 50959/85. Vol. 30(1) April 2014. 0971-7064
Teachers and their Responsibilities at University Level. Journal of Knowledge, Multi-Disciplinary, Peer Reviewed Journal, Vol. 2, June -2014. 2321-791X
Accountability as a part of Teachers' Moral Obligation in Higher Education. September 27-28, 2014. AIU under caption Campus News. + Certificate

UGC Sponsored International Education Meet

Education Meet on Education for Global Excellence. Professional Development of Teachers for Quality Assurance in Education. Thiruvananthapuram, Keralaon January 05-07, 2012. 978-93-5067-101-6

International Conference cum Workshop

Changing Perspectives and Challenges of Teacher Education" & Workshop on "Applications of Psychological Testing Quality Culture for Excellence in Teacher Education. Shushila Dev AC Auditorium, Agra from September 26-28, 2015
Standards and Benchmarks for Excellence in Learning, Teaching and Research. Use of ICT for Capacity Building of Teacher Educators. Department of Education, University of Kerala, Thycaud, Thiruvananthapuram, Kerala November 26-28, 2015
Paper accepted for Responsible Research in Education and Management and its Impact. Employees' Attitude towards the Organization with special reference to Dakshin Dinajpur Teachers' Training Colleges under the University of Gour Banga, West Bengal, India. London School of Management Education (LSME) @ The Grange City Hotel, 8-14 Cooper's Row, London EC3N 2BQ, United Kingdom from January 13-15, 2016.

Educational Leadership for Global Social Justice: Issues & Challenges. Effects of Teaching Aids in the Teaching-Learning Process.p.41. Joint auspices of Rajasthan Council of Educational Administration & Management (RCEAM) affiliated to CCEAM, BTTC, IASE Deem University (GVM), Smt. K.B. Dave College of Education, Pilvai Gujarat & CCEAM Indian Affiliates from Sept. 19-21, 2016
Evaluation of Modern Educational System. Skilling Teachers for Inclusive Class. Harprasad Institute of Behavioural Studies (HIBS), Agra from Sept. 24-27, 2016.

International Seminar

Revisiting Swami Vivekananda's Vision for facing the New Educational Challenges. Swami Vivekananda: His Philosophy of Education and Teaching. Kerala Gandhi Smarak NIdhi & Dr. K. Sivadasan Pillai Foundation for Educational Research and Development (SPFERD) from 5-7 September, 2013. 978-81-926803-0-9
Significance of Teaching Aids in the Teaching-Learning Process. Indo-Nepal Council for Teacher Education (CTE).November 20-22, 2014

National Level Seminar/ Programmes

Extended Contact Programme for Post Graduate Diploma in Higher Education. IGNOU, Guwahati from 22-31May, 2015
Effects of Population Growth on Environment with special reference to Kamrup District, Assam. Population Environment and Sustainable Development, Organized by Centre for Adult and Continuing Education on July 11-12, 2007.
Paradigm Shift of Teacher Education Programme – A Revamping Approach. Strengthening Teacher Education: Challenges and Strategies Organized by MIER College of Education, Jammu in collaboration with the Council for Teacher Education on 1st October, 2016

National Conference

Inclusive Education: Developmental Process for Positive Outcome. Inclusiveness in Teacher Education, Organized by MES Teachers College, Vidya Vihara, Bangalore & CTE, Karnataka Chapter. July 16, 2016.

State Level Workshop

Ensuring Quality in B.Ed. Programme through ODL Mode in West Bengal. Organized by Netaji Subas Open University (SoE) at Government Teacher's Training College, Malda on November 16, 2013
The New Curriculum of B.Ed. Organized by University of Gour Banga, Malda on 6th and 7th September, 2014
New Curriculum of B.Ed.Organized by University of Gour Banga, Malda on February 25, 2014
New Curriculum of B.Ed. Organized by University of Gour Banga, Malda at Adarshabani Teachers Training on September 07, 2014

Dr. Kalpataru Mondal	Orientation Programme on "Counsellors of B.Ed. ODL course of NSOU"on 03/06/2013, organised by Dept. of Higher Edu.,Govt. of W.B., DEP, SSA (MHRD), New Delhi and PBSSM,Kolkata. (Participant)
	Workshop on "The New Curriculum of B.Ed.", organised by UGB,Malda on 25/02/2014. (Participant)
	State Level Seminar on "Teaching of Modern Geography: Issues and Challenges", organised by Dept. of Geography, Visva-Bharati,Santiniketan on 16th January, 2016(Presenter)
	Two Days Workshop on "The New Curriculum of B.Ed of UGB,Malda" at Adarsabani Teachers Trainning Collge,Gazole,Malda on 6th and 7th September,2014. (Participant)
	National Convention on Education for Resurgent India: Empowering Teachers for Social Transformation organized by Deptt. Of Education, BinayaBhavana, Visva-Bharati Shantiniketan & Ramakrishna Mission Sikshanamandira, Belur Math, Howrah. 14.03.2016 & 15.03.2016
	National Level workshop on New B.Ed. & B.P.Ed Curricula, organized by Panskura Banamali College. 29.03.2016 & 30.03.2016
	World Conference of "GERA,EDUCON-2016, Wisdom Society: Learning to Live Wise", organised in & held by Vinaya-Bhavana,Visva-Bharati,Santiniketan,Jointly organised by SKBU, NGBTC & Ramkrishna Mission Sikshanamandira,Belur Math,Belur,W.B. on 25th & 26th November,2016(Presenter & Organising member).
	Resource Person: IGNOU PSC 2890-P at Nandalal GhoshB.T. College, N.24. Pargana, West Bengal. 15.10.2016

Rakesh Chowdhury	To investigate the relationship between Mathematics anxiety and Mathematics achievement. Journal of Centre for Pedagogical Studies in Mathematics. 29th June, 2014
	The New Curriculum of B.Ed. University of Gour Banga. 6th and 7th Sept 2014
	Recent Development in Mathematics and its Application. Balurghat College and University of Gour Banga. 14-15 Feb 2015
	Paper on "Action Research Report on the Reason of Anxiety Among Class IX Physical Science Students" in Annual International Multidisciplinary journal Scholastic Pages. Vol. II-No. 1 Sept 2016
	Special Lecture on Guidance and Counseling, IGNOU PSC 2884-P. 18.07.2016.
	Special lectures on Preparation of Action Research & Presentation. 22.07.2016
Kalidas Roy	An Outline of Higher Education of Jalpaiguri or JalpaiguriJelarUchchoSikhaHarkamayaRuprekha. Progressive Publishers.2016. ISBN : 978-81-89846-76-3
	Participation of Women in the Tebhaga Movement of North Bengal. Readers Service. 2015. 978-93-82623-51-9
	Growth and Development of Education in Jalpaiguri. SetuPrakashani. 2015978-93-80677-85-9
	A Case Study of the Jalpaiguri and Darjeeling Districts in Post-Colonial Period. Published By SiliguriB.Ed College Ugc Equality Scheme. 2015. 978-81-908751-2-7
	Decline of the European Entrepreneurship in the Tea Plantation Industry: A Case Study of the Darjeeling and Jalpaiguri District (1933-1960). Online international Global Journal, 2014 ISSN:2249-460X Print ISSN:0975-587X
	Absentee of Rajbangsi Entrepreneurship in the Tea Plantation Industry: A Case Study of the Jalpaiguri and Darjeeling Districts in Colonial Period. . Online international Global Journal, 2015 ISSN:2249-460X Print ISSN:0975-587X
	B.Ed (ORIENTATION), IGNOU (SILIGURI, IGNOU REGIONAL OFFICE) 22nd to 23rd February, 2013
	B.Ed (WORKSHOP), DEPARTMENT OF SCIENCE AND TECHNOLOGY GOVT. OF W.B. 20th to 21st January, 2012
	B.Ed (ODL), NSOU (DEPT. OF HIGHER EDUCATION), 28th October, 2013
	B.Ed (ODL ORIENTATION), NSOU (DEPT. OF HIGHER EDUCATION), 5th June, 2013
	Jalpaiguri Nation Making and Higher Education or an Outline of Higher Education in Jalpaiguri District. Shree Agrasen Mahavidyalaya ,Dalkhola. UGC Sponsored National Seminar. 7th to 8th November, 2014
Mahua Sengupta	Two days orientation programme for un-oriented academic counselors. IGNOU. 22 & 23 Feb, 2013
	Improving quality teaching and learning in classroom. Balurghat B.Ed. College. 2 & 3 March, 2013
	Cluster-wise orientation programme for counselors of B.Ed. ODL course of NSOU. Vidyasagar University. 3 June, 2013
	The new curriculum of B.Ed. Adarshavani B.Ed. College, Malda. 2014
	State level workshop on Women Empowerment: Challenges & Opportunities. Women Development Cell, Balurghat College. 12 March, 2015
Pravas Mondal	UGC sponsored state level workshop on construction of new B.Ed. curriculum in respect to the guidelines of NCTE. Govt. Teachers Training College, Malda. 15 & 16 March, 2012
	NAAC sponsored national seminar on Quality of Higher Education in India-Problems and Challenges, Balurghat B.Ed. College. 27 & 28 Sept., 2014
Saibal Kanti Payra	Orientation Programme for counselors of B.Ed. ODL Course of NSOU. Govt. of West Bengal, DEP-SSA (AN-MHRD). Vidyasagar University, Midnapur24 May, 2013
	NAAC sponsored national seminar on Quality of Higher Education in India-Problems and Challenges, Balurghat B.Ed. College. 27 & 28 Sept., 2014
Achyutananda Mandal	NAAC sponsored national seminar on Quality of Higher Education in India-Problems and Challenges, Balurghat B.Ed. College. 27 & 28 Sept., 2014
	Revision of B.Ed. curriculum. Adarshabani B.Ed. College. 2014
Priya Mondal	NAAC sponsored national level seminar on strategies for enhancing the quality in teacher education programme. Harkamaya College of Education. 29 & 30 April, 2013
	Workshop on the new curriculum of B.Ed. University of Gour Banga. 6 & 7 Sept., 2014
Tapasi Das	National seminar on inculcation of values through teacher education and quality improvement of teachers. Institute of Education for Women, Hasting House. 15 January, 2014
	NAAC sponsored national seminar on Quality of Higher Education in India-Problems and Challenges, Balurghat B.Ed. College. 27 & 28 Sept., 2014
	Revision of B.Ed. curriculum. Adarshabani B.Ed. College. 2014

Uttam Kr. Maji	International Seminar on 100th Indian Science congress. Calcutta University, Kolkata, 3-7 Jan, 2013
	International Conference 30th October to 1st November 2015
	National Seminar 18-19th January 2017

3.2 <u>Research & Publication Output</u>

1. Give details of instructional and other materials developed including teaching aids and/ or used by the institution for enhancing the quality of teaching during the last three years.

Instructional and other materials in Bengali and English media have been developed by faculties of the institution. The teaching aids like models, charts, maps, pictures, Smart Class, O.H.P, T.V, Radio, DVD, A.V cassettes are used by the institution for enhancing the quality of teaching during the last three years.

2. Give details on facilities available with the institution for developing Instructional materials?
The facilities available with the institution for developing instructional materials are-
a. Availability of senior experienced and competent faculties as members of the teaching staff.
b. Availability of good number of Text Books, Reference Books, Encyclopedia of Education, Educational Journals, Magazines and Periodicals etc.
c. Smart Class with Wifi facilities, Tele Conference, Video Conference etc.

3. Did the institution develop any ICT/ technology related instructional materials during the last five years? Give details.

The institution has developed I.C.T/ Technology with the help of following related instructional materials during the last five years:-
(a) Computers (b) E.T. Laboratory (c) C.D (d) DVD (e) Projector Machine (f) Smart Class.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)
The details on various training programmes or workshops on material development (both instructional and other materials) organized by the institution, attended by the staff and training provided to the staff are furnished below :-
a. <u>Organised by the institution:</u>

DATE	THEME	ORGANIZED
17.06.2010 - 28.06.2010	IGNOU -B.Ed. Workshop	Balurghat B.Ed. College
19.06.2011 - 30.06.2011	IGNOU -B.Ed. Workshop	Balurghat B.Ed. College
25.4.2011- 26.4.2011	Revision of B.Ed. Curriculum as per NCFTE-2009	GourBanga University
14.07.2012- 25.07.2012	IGNOU -B.Ed. Workshop	Balurghat B.Ed. College
02.3.2013- 03.3.2013	NATIONAL NAAC Sponsored Workshop: Improving Quality of Teaching and Learning in Classroom	Balurghat B.Ed. College
20.11.2013	STATE level workshop: Value Education& Personality Development in the light of Swami Vivekananda in the field of Teacher Practices	Balurghat B.Ed. College in collaboration with Belur Math, Kolkata
25.5.2013- 05.6.2013	IGNOU -B.Ed. Workshop	Balurghat B.Ed. College
22.2.2014	STATE Seminar: Save the Girl Child	Balurghat B.Ed. College organized in collaboration with Indian Red Cross with Indian Red Cross Society & District Health Department
12.10.2014- 19.10.2014	NSOU Workshop – II	Balurghat B.Ed. College

22.5.2014-02.6.2014	IGNOU -B.Ed. Workshop	Balurghat B.Ed. College
27.9.2014 & 28.9.2014	NATIONAL NAAC Sponsored Seminar: Higher Education in India - Its problems and Challenges	Balurghat B.Ed. College
17.5.2015-28.5.2015	IGNOU -B.Ed. Workshop	Balurghat B.Ed. College
24.11.2015	STATE Seminar: Legal Literacy Camp	Balurghat B.Ed. College organized by District Legal Services Authority, D/D
14.7.2016-25.7.2016	IGNOU -B.Ed. Workshop	Balurghat B.Ed. College

b. **Attended by the staff :**

    40 (Forty) training programmes were duly attended by the teaching staff.

c. **Training provided to the staff :**

    40 (forty) training Programmes were provided to the staff by the Institution through the Resource persons of the locality for uplift of their academic capability to impart knowledge to the students.

5. List the journals in which the faculty members have published papers in the last five years.

The journals in which the faculty members have published papers in the last five years are given below:-

Particulars of the publication of Journals

Dr. Bobby Mahanta
Professional Development of Teachers' for Quality Assurance in Adolescents. Praachi Journal of Psycho-Cultural Dimensions, Regd. No. 50959/85. Vol. 30(1) April 2014. 0971-7064
Teachers and their Responsibilities at University Level. Journal of Knowledge, Multi-Disciplinary, Peer Reviewed Journal, Vol. 2, June -2014. 2321-791X
Accountability as a part of Teachers' Moral Obligation in Higher Education. September 27-28, 2014. AIU under caption Campus News. + Certificate
An Annual International Multi-Disciplinary Journal: The Scholastic Pages ISSN 2231-5934
Revisiting Swami Vivekananda's Vision for facing the New Educational Challenges. Swami Vivekananda: His Philosophy of Education and Teaching. Kerala Gandhi Smarak NIdhi & Dr. K. Sivadasan Pillai Foundation for Educational Research and Development (SPFERD) from 5-7 September, 2013. 978-81-926803-0-9
Significance of Teaching Aids in the Teaching-Learning Process. Indo-Nepal Council for Teacher Education (CTE).November 20-22, 2014
Dr. Kalpataru Mondal
The light of Education ISSN 22774556, Vol. 2, No. 02 for the year 2013
University News, ISSN 05662257, Vol. 52, No. 45 for the year 2014
Modern Trends in Education, ISBN No. 9789331325969, Vol. 01, No. 465 to 70, APH Publisher, Year-2015
Rakesh Chowdhury
Paper on "Action Research Report on the Reason of Anxiety Among Class IX Physical Science Students" in Annual International Multidisciplinary journal Scholastic Pages. September 2016
Kalidas Roy
Decline of the European Entrepreneurship in the Tea Plantation Industry: A Case Study of the Darjeeling and Jalpaiguri District (1933-1960). Online international Global Journal, 2014 ISSN:2249-460X
Absentee of Rajbangsi Entrepreneurship in the Tea Plantation Industry: A Case Study of the Jalpaiguri and Darjeeling Districts in Colonial Period. . Online international Global Journal, 2015 ISSN:2249-460X

6. Give details of the awards, honors and patents received by the faculty members in last five years.

The details of the awards, honours and patents received by the faculty members for writing books in the last five years are given below:-

HONORS AND AFFILIATION by Dr. Bobby Mahanta, Principal
- Recipient of "Dr. Anjana Sharma Memorial Young Educationist Award 2015"
- Gold Medalist, MA (Education), 2002
- Recipient of Certificate of Appreciation from Government of India, Ministry of Human Resource Development (MHRD) to witness the Republic Day Parade, 2002 from the Prime Minister's Box on Rajpath, New Delhi as a Guest of the Hon'ble Prime Minister of India.
- Stood First in Extempore Speech, held in Women's College, Shillong.

7. Give details of the Minor/ Major research projects completed by staff members of the institution in last five years.

- **Dr. Kalpataru Mondal**, Awarded Ph.D in Education from Department of Education, Visva-Bharati, Santiniketan in 2016 (Content cum Pedagogy of Environmental Education at Higher Secondary stage – An Analytical Study under Prof. K.C. Sahoo).
- **Sri Pravas Mondal & Uttam Kumar Majhi** enrolled for Ph.D.,

    1) **Dr. Bobby Mahanta** conducted a Study on Employees' Attitude towards the Teachers Training Colleges of Dakshin Dinajpur District under the University of Gour Banga, West Bengal under IGNOU (**M.B.A. Enrolment No. 102005913. Supervisor:** Dr. K.S.Chandrasekar);
    2) **M.Ed. Roll No. 201415116, No. M.Ed./2014-15/2' Supervisor**: Dr. A. Ali
   Dr. B.R. Ambedkar University (Former Agra University), Agra
   Title: A Study of Learning Disabled Students in Relation to Social Adaptation and Academic Achievement
   3) **2015 P.G.D.H.E. Enrolment No. 145187605. Supervisor:** Dr. Brijesh Kr. Sharma' Indira Gandhi National Open University
   Title: Problems of College Education in the District of Nagaon – An Analytical Study

3.3. Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

The Institution is providing consultancy service through placement cell for trainees to enroll their names in National Employment Exchange & District Employment Exchange.
The consultancy cell gears up the pass out students for School Service Commission, Public Service Commission and College Service Commission.
We appointed paid consultancy named Galaxy Consultants , Kolkata for placement.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.
Yes, some faculty members of the institution are competent to under- take consultancy services offered free of cost to the whole of North Bengal districts area for B.Ed. and higher education.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

No revenue has been generated through consultancy last five years.

4. How does the institution use the revenue generated through consultancy?

The use of revenue generated through consultancy by the Institution does not arise.

3.4.   Extension Activities:

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The local community has benefited from the institution through the organization of the following extension programmes by the institution.

        a) Community Awareness Programme

        b) Health Orientation Programme

        c) Literacy Programme

        d) Civic Awareness Programme

        e) Blood Donation Programme

        f) Cleaning Programme

        g) Awareness Programme on Family Welfare / AIDS / Dowry Death

        Traffic Rule, evils of Witchcraft Death in Tribal village, sensitization about citizens rights and duties, human rights, convergence of Religious thought, equal respect for all religions, gender equality, eradication of superstitions, awareness about environmental pollution, Social justice and equality, human rights, preservation of the Environment and Bio-diversity.

        h) Geography, Biological Science and Environmental survey.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The institution has benefited from the Community by getting the service of social leaders in solving the rudimentary problems of it. Local educationist, artistes, professionals act as judges for various institutional programmes. The educationists of the community get the help and cooperation of school for the conduct of School Internship works, using the Community Halls and the institution for the organization of various programmes of the institution.

3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The future plans and major activities the institution would like to take up for providing community orientation to the students are –

a) To do social survey basing upon the community needs at least once a year.

b) To organize literacy campaign programme at least twice a year.

c) To invite the seasoned community members as social reformers to the institution for delivering their talks on different problems and issues, the society is facing.

d) To invite the social leaders having a great deal of civic awareness in relation to rights and duties for orienting the students.

e) To introduce M.Ed., integrated M.Phil- Ph.D programs.

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

Yes, there are two institutional projects which have been completed in the last five years. There are;

        a) Family Adoption Programme.

        b) Literacy Programme.

Apart from these, the other programmes which are already cited before in this section as extension activities are also regarded as community development projects if these will be undertaken in the long term prospective.

5. How does the institution develop social and citizenship values and skills among its students?

The institution develops social and citizenship values and skills among its students through the teaching of curricular subjects and organization of extra-curricular or co-curricular activities. Out of these the following extra-curricular or co-curricular activities are being organized in this institution.

    a) Celebration of Independence Day, Republic Day and Teachers' Day.

    b) Celebration of the festival of Saraswati Puja.

    c) Celebration of birth days of the great social leaders like Rabindra Nath Tagore, Swami Vivekananda, Raja Rammohan Roy, Sri Ishwar Chandra Vidyasagar, Khudiram Basu, Chittaranjan Das, Shyamaprasad Mukherjee and other national leaders.

    d) Celebration of the days of National / International importance like Human Rights Day, U.N.O Day, World Literacy Day, World Aids Day, World Environment Day, World Population Day, World Women's Day etc.

3.5.   Collaborations:

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

        The institution has been keeping relationship with the NCTE, Higher Education Department, Govt. of West Bengal, UGC as the apex and statutory recognizing body of Teacher Education Programme. Besides, it also keeps relationship or linkages with the University. The institution having linkages with these two autonomous organizations is getting the benefit of information about the norms, rules and regulations relating to staff recruitment, admission policy, curriculum development etc. Through established linkages with the concerned University to which the institution is affiliated it knows how to implement the curriculum developed by the University effectively with the purpose of making teaching-learning transaction beneficial to and fruitful for the trainees. For accelerating the teaching-learning progress of the institution the University provides model questions for the students.

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

        West Bengal Council for Educational Administration and Management (WBCEAM) affiliated to Commonwealth Council for Educational Administration and Management (CCEAM), http//www.cceam.org

        This Institution is trying to link itself with the Cambridge University, London for development of Higher Education for the trainees & Faculty members.

3. How did the linkages if any contribute to the following?

        The linkages of the institution with the above cited international level organizations with their contribution to the different aspects of B.Ed. Programme are highlighted below:

    * <u>**Curriculum Development**</u> :- Different aspects relating to curriculum development are discussed and handled in committee meetings and placed for rectification. Seminars and conferences are conducted for the same. Semester system as proposed by the NCTE regulations 2014 are discussed and proceedings are published.

    * <u>**Teaching**</u> :- The faculty members and others associating in the areas of management are benefited for orienting themselves in meeting the new challenges.

    * <u>T**raining**</u> :- The Institution has already been linked with IGNOU, NSOU Study Centre, Balurghat for given training to the Student Teachers for B.Ed. Course.

    * <u>**School Internship**</u> :- One month teaching internship during the Second Semester and four months school internship during the Third Semester are carried out for completion and delivering of 60 learning designs. The trainees are made to relate themselves to the actual school environment and deal with the different task.

* **Research** :- Some of our faculty members have already registered their name in different Universities for Research works on Education. The association with the organizations helps them to relate and exchange their views with the other fellow participants and co-members for modification and introducing new methods to make the teaching learning more learner oriented.
* **Consultancy** :- Linkage with organizations to a great extend helps in finding job avenues and scope for higher education within the country and overseas.
* **Extension** :- The Institution has tied up linkages programme for extension of the present system of improving the educational system.
* **Publication** :- Some faculty members devoted their wholehearted effort for publication of Journals / Books etc.

Particulars of the publication of Journals & Books are given below:

Dr. Bobby Mahanta
Professional Development of Teachers' for Quality Assurance in Adolescents. Praachi Journal of Psycho-Cultural Dimensions, Regd. No. 50959/85. Vol. 30(1) April 2014. 0971-7064
Teachers and their Responsibilities at University Level. Journal of Knowledge, Multi-Disciplinary, Peer Reviewed Journal, Vol. 2, June -2014. 2321-791X
Accountability as a part of Teachers' Moral Obligation in Higher Education. September 27-28, 2014. AIU under caption Campus News. + Certificate
An Annual International Multi-Disciplinary Journal: The Scholastic Pages ISSN 2231-5934
Revisiting Swami Vivekananda's Vision for facing the New Educational Challenges. Swami Vivekananda: His Philosophy of Education and Teaching. Kerala Gandhi Smarak NIdhi & Dr. K. Sivadasan Pillai Foundation for Educational Research and Development (SPFERD) from 5-7 September, 2013. 978-81-926803-0-9
Significance of Teaching Aids in the Teaching-Learning Process. Indo-Nepal Council for Teacher Education (CTE).November 20-22, 2014
Dr. Kalpataru Mondal
The light of Education ISSN 22774556, Vol. 2, No. 02 for the year 2013
University News, ISSN 05662257, Vol. 52, No. 45 for the year 2014
Modern Trends in Education, ISBN No. 9789331325969, Vol. 01, No. 465 to 70, APH Publisher, Year-2015
Rakesh Chowdhury
Paper on "Action Research Report on the Reason of Anxiety Among Class IX Physical Science Students" in Annual International Multidisciplinary journal Scholastic Pages. September 2016
Kalidas Roy
Decline of the European Entrepreneurship in the Tea Plantation Industry: A Case Study of the Darjeeling and Jalpaiguri District (1933-1960). Online international Global Journal, 2014 ISSN:2249-460X
Absentee of Rajbangsi Entrepreneurship in the Tea Plantation Industry: A Case Study of the Jalpaiguri and Darjeeling Districts in Colonial Period. . Online international Global Journal, 2015 ISSN:2249-460X

i) **Student Placement :-**

Year	No of students got appointment as Teacher under West Bengal School Service Commission.
2012 – 2013	80
2013 – 2014	63
2014 – 2015	53
2015 – 2016	96

4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

The linkages of the institution with the school sector in relation to institute-school-community networking are as under.

a) Conducting School Internship programmes in the nearby schools allotted by the District Inspector of Schools (Primary & Secondary).

b) Discussing with the community members who are the guardian- representatives of the management of schools where the trainees are involved in school internship programme.

c) Instructing the trainees to participate in various co-curricular programmes organized by their schools. For this they have to develop the notion that school is a small society or 'Society in Miniature', where the art of community living can be better understood and realized.

d) Informing the guardians of teacher trainees regarding the help and assistance of the schools where their wards have successfully completed their school internship works. They are informed about this in the teachers – guardians meeting.

e) The heads of the schools with their teachers, the guardians and community members are invited by the institution to its various cultural programmes. In this way the institute – school – community networking occurs.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes, give details.

Yes, the faculties of the institution who are engaged in school use to give plan of action of lesson plan and the evaluation of the lesson plan with highlighting the strong and weak points of the pupil – teachers and approving the lesson of the pupil – teachers during school internship. In addition to it, the concerned pedagogy teachers and other teachers also observe the lesson plan and teaching performance of the pupil- teachers and give counter signature for the deliberation of the lesson plans prepared by the pupil – teachers.

6. How does the faculty collaborate with school and other college or university faculty?

The faculty of the institution collaborates with the school in the form of going there as guest lecturers as and when necessary and also to other colleges.

3.6.   Best Practices in Research, Consultancy and Extension:

1. What are the major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years?

The major measures adopted by the institution to enhance the quality of research, consultancy and extension activities during the last five years are-

a) Availability of study leave facilities for the faculty members with full service protection for doing their M.Phil & Doctoral works.

b) Letter has already been sent to the U.G.C by the institution to be registered institution under 2(f) and 12(B) for enabling our faculties to avail the minor and major research projects.

c) Organization of guest lectures and extra-mural lectures in the institution by inviting experts of different fields and good personalities of the community.

d) Organization of Community Awareness Programmes, Health Orientation Programme, Cleaning Programme, Literacy Programme as extension activities during the last five years.

e) Organization of IGNOU study centre for in-service secondary/higher secondary school teachers through the use of expertise of the faculty members and guest lecturers of this institution is the consultancy programme rendered by this institution.

2. What are significant innovations/ good practices in research, Consultancy and Extension activities of the institution?

The significant innovations and good practices in research, consultancy and extension activities of the institutions are-

    a) Sending the staff members for participating in different seminars, workshops and conferences based on research activities.

    b) Guest lecturers by seasoned teachers as experts in their related areas/fields are regarded as the consultancy activity of the institution.

Additional Information to be provided by Institutions opting for Re-accreditation/ Re-assessment

    1. **What are the main evaluative observation/ suggestions made in the first assessment report with reference the Research Consultancy and Extension and how have they been acted upon?**

    2. **What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.**

2.3 Research, Consultancy & Extension :		
	NAAC Observations-**First Assessment Report-2009)**	NAAC Observations- **previous assessment report-2012)**
2.3.1 Promotion of Research :	* **The College is yet to develop a research culture.** * **Three Faculty members are in the process of registering for Doctoral Degree.** * **No research committee is constituted for promoting research.** * **The College is yet to create basic facility for undertaking research work.** *The Governing Body always gives due weightage to develop research culture of the Faculty members in different ways and fields. A Research Committee has been formed to take active measures in this regard.* *The college has procured several valuable books, journals and provides Broad Band facilities to inculcate the Research Activities among the faculty members.*	**Research advisory Committee is established.** *Research & publication committee formed in the year 2008. The said committee is very active.*
		Teachers are motivated to undertake research. *As per guideline of research & publication committee faculty members are regularly motivated to take opportunity for Ph.D./M.Phil & other research oriented programmes.*
		Regular budgetary provisions need to be made. *From the year 2016-2017 budgetary provision made for research orientation programme. In this regard the college took up the matter with the UGC, NAAC for project funding and other academic related matters.*
2.3.2 Research and Publications Output :	* **Staff members are yet to publish paper in referred research journal.** * **Involvement of Faculty in research is not visible.** * **Faculty members are yet to become competent to publish books.** *After NAAC peer team visit the staff members of the College devote their time to publish papers and books.*	**Few papers are published in journals.** *More faculty members are involved in publishing research based articles in different reputed National/ International journals.*

2.3.3 Consultancy :	* **The College is yet to develop expertise to provide consultancy services**. *The Governing Body, with the help of West Bengal School Service Commission and West Bengal Board of Primary Education, has associated itself with other consultancy agencies to provide guidance and counseling free of cost for higher education and job-oriented opportunities.*	**There is no paid consultancy.** *This year we engaged paid consultancy - Galaxy Consultants, Nigam Center, 2nd Floor, Room No. 213, Beside Kamalalaya Center, 155 Lelin Sarani, Kolkata - 700013, India* .
2.3.4. Extension Activities :	* **Extension activities included Community Awareness, Health Orientation, Literacy, Civic Awareness, Blood donation, AIDS Awareness, etc.** * **The College is yet to receive recognition for extension activities.** * **The College is yet to organize extension activities in collaboration with NGO.** *The college has adopted different philanthropic social and cultural activities and also several health and social awareness programmes by itself as well as in collaboration with NGOs. It has also actively participated in different relief programmes during and after natural calamities and has been highly appreciated.*	**Limited community outreach programmes are undertaken like blood donation and counseling.** *Engagement with the field/practicum following community programme as per guideline of University & New Syllabus are undertaken -* *Environment Awareness, Social Awareness, Electoral Awareness, Blood Donation, Exhibition, Demonstration of Lab-based activities wherever applicable.* **College has established good rapport with practice teaching schools.** *Since 2004 the college earned good rapport with practice teaching schools. As per new syllabus school internship programme has already been launched on the basis of list recommended and forwarded by the District Inspector of Schools (Secondary & Primary), Dakshin Dinajpur.*
2.3.5. Collaborations :	* **The College is yet to establish linkages with any State, National & International**. *A programme study centre of IGNOU has been established in this college. The college also runs D.El.Ed. and NIOS in collaboration with and permission from West Bengal Board of Primary Education. The college has also sought permission from the University of Cambridge, London(U.K) to introduce various courses offered by it for the development of higher education for the trainees and faculty members.* * **The College- School partnership is harnessed.**	**MOU has been signed for communicative English with British Council.** *19th December 2011 executed MOU with The British Institute of Engineering Technology (India) Private Limited (BIET), having its Head Office at Link House, 3, Bahadur Shah Zafar Marg, New Delhi-110002 for communicative English.* **MOU has been signed for Computer Education with British Institute.** *19th December 2011 executed MOU with The British Institute of Engineering Technology (India) Private Limited (BIET), having its Head Office at Link House, 3, Bahadur Shah Zafar Marg, New Delhi-110002 for computer education..*
2.3.6. Best Practices in Research, Consultancy & Extension (If any):	* **Extension Activities** *The following extension activities are now going on:-* *i) One Year Bridge Course (ODL mode)* *ii) D.El.Ed. Course (Diploma in Elementary Education).* *iii) B.Ed. in Open & Distance learning system (IGNOU).* *iv) NIOS in collaboration with West Bengal Board of Primary Education.*	**Extension lectures are arranged.** *Recently arranged Video Conference for subject specialized faculty members from different Universities of the nation.*

Criterion IV: Infrastructure and Learning Resources:-
4.1.   Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

(i) Yes, the institution has the physical infrastructure as per NCTE norms. Specification of Rooms and other infrastructural facilities are given below :

Sl No.	Details of Rooms	Size		Number
1	Class Room	52.87 Sq.mtrs x 3	= 158.61 Sq.mtrs	3
	Class Room	29.54 Sq.mtrs x 8	= 236.32 Sq.mtrs	8
	Class Room	40.64 Sq.mtrs x 1	=40.64 Sq.mtrs	1
	Class Room	85.56 Sq.mtrs x 1	= 85.56 Sq.mtrs	1
	Class Room	65.50 Sq.mtrs x 1	= 65.50 Sq.mtrs	1
	Class Room	44.21 Sq.mtrs x 1	=44.21 Sq.mtrs	1
	Class Room	29.54 Sq.mtrs x 1	=29.54 Sq.mtrs	1
	Class Room	53.30 Sq.mtrs x 14	=746.27 Sq.mtrs	14
	Class Room	42.25 Sq.mtrs x 2	=84.50 Sq.mtrs	2
	Class Room	42.27 Sq.mtrs x 2	=84.54 Sq.mtrs	2
	Class Room	30.00 Sq.mtrs x 1	=30.00 Sq.mtrs	1
	Class Room	54.90 Sq.mtrs x 2	=109.80 Sq.mtrs	2
	Class Room	57.60 Sq.mtrs x 2	=115.20 Sq.mtrs	2
	Class Room	54.00 Sq.mtrs x 1	=54.00 Sq.mtrs	1
	Class Room	57.90 Sq.mtrs x 1	=57.90 Sq.mtrs	1
2	Multipurpose Hall	141.80 Sq.mtrs. x 1	=141.80 Sq.mtrs	1
	Multipurpose Hall	226.95 Sq.mtrs. x 1	=226.90 Sq.mtrs	1
	(ii) Multipurpose Room (Language Lab & English Class Room)	55.34 Sq.mtrs. x 1	=55.34 Sq.mtrs.	1
	(iii) Multipurpose Room	44.21 Sq.mtrs x 6	=265.29 Sq.mtrs.	6
	(iv) Multipurpose Room (use for Workshop/Seminar)	90.00 Sq.mtrs. x 1	=90.00 Sq.mtrs.	1
	(v) Any other Room	79.34 Sq.mtrs x 5	= 398.70 Sq.mtrs	5
	Computer Science Lab-	40.64 Sq.mtrs x 1	= 40.64 Sq.mtrs	1
	Geography Lab-	40.64 Sq.mtrs x 1	= 40.64 Sq.mtrs	1
3	Principal's Room	26.87 Sq.mtrs x 1	= 26.87 Sq.mtrs	1
	Head (M.Ed.)	16.00 Sq.mtrs x 1	= 16.00 Sq.mtrs	1
	Head (D.El.Ed.)	16.12 Sq.mtrs x 1	= 16.12 Sq.mtrs	1
	Teachers' Room	20.00 Sq.mtrs x 1	= 20.00 Sq.mtrs	1
		44.21 Sq.mtrs x 1	= 44.21 Sq.mtrs	1
5	Science & Mathematics resource centre	40.64 Sq.mtrs x 3	=121.92 Sq.mtrs	3
	Laboratory (Physics, chemistry, Biology)	40.86 Sq.mtrs x 1	= 40.86 Sq.mtrs	1
6	Psychology resource centre/Lab	40.64 Sq.mtrs x 1	=40.64 Sq.mtrs	1
7	ICT Resource Centre (SUPW) Work Education	30.16 Sq.mtrs x 1	= 30.16 Sq.mtrs	1
8	Art and Craft Resource Centre	53.30 Sq.mtrs x 1	= 53.30 Sq.mtrs	1
9	Any Other Room (Health and Physical Education Resource Centre)	121.92 Sq.mtrs x 1	=121.92 Sq.mtrs	1
10	Administrative Office	44.21 Sq.mtrs x 1	=44.21 Sq.mtrs	1
		79.74 Sq.mtrs x 1	= 79.74 Sq.mtrs	1
11	Any other room (Visiting Room cum Management)	44.21 Sq.mtrs x 1	=44.21 Sq.mtrs	1
12	ii) Any other Room	26.45 Sq.mtrs x 1	=26.45 Sq.mtrs	1
	(ii) Any other Room (Music)	29.04 Sq.mtrs x 1	=29.04 Sq.mtrs	1
	(iii) Any other Room	141.80 Sq.mtrs x 1	=141.80 Sq.mtrs	1
13	Tutorial/Seminar Room	85.56 Sq.mtrs x 1	=85.56 Sq.mtrs	1
14	Canteen	28.86 Sq.mtrs x 1	=28.86 Sq.mtrs	1
15	Separate Toilet Facility for Boys and Girls	2 Boys-88.48 + 7.29 Sq.mtrs =95.77 Sq.mtrs		2
		3 Girls-4.16 x 2+7.29 Sq.mtrs =15.61 Sq.mtrs		3

		16.70 Sq.mtrs x 1 = 16.70 Sq.mtrs	1
		18.26 Sq.mtrs x 1 = 18.26 Sq.mtrs	1
		Total=146.34 Sq.mtrs	
16	iii) Any other facilities (Parking space/Cycle Stand)	136.51 Sq.mtrs x 1 =136.51 Sq.mtrs	1
	(ii) Garage	91.88 Sq.mtrs x 1 =91.88 Sq.mtrs	1
17	Store Room	22.94 Sq.mtrs	1
		06.51 Sq.mtrs	1
		16.12 Sq.mtrs (sports)	1
		53.30 Sq.mtrs	1
		45.59 Sq.mtrs Total=144.46 Sq.mtrs	1
18	Multipurpose Hall (Auditorium cum multipurpose Class Room)	190.96 Sq.mtrs =190.96 Sq.mtrs	1
19	Boys' Common Room	59.04 Sq.mtrs = 59.04 Sq.mtrs	1
	Girls' Common Room	38.50 Sq.mtrs = 38.50 Sq.mtrs	1
20	Library	111.45 Sq.mtrs = 111.45 Sq.mtrs	1
	Total Build up area for B.Ed. Block = 2616.63 Sq.mtrs For D.El.Ed. Block = 1434.00 Sq.mtrs For M.Ed. Block = 1758.66 Sq. mtrs_____ Total = 5809.29 Sq. mtrs		

Instructional Facilities

LibraryTotal Area (**In sq. mtr**)   **111.45 sq.mtrs.**

Arrangement for Games and Sports

Details of availability of playground

Sl. No.	Number of Playgrounds	Area in sq mt.
1.	**01 (for outdoor games)**	**4850sq.mtrs**

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The institution has augmented and furnished its infrastructural facilities by allocating separate rooms for different sections of the B.Ed Programme for general papers and separate rooms for pedagogy papers with the facility of reading room in library, laboratory for every lab- based subject to keep pace with the academic growth.

3.   List the infrastructure facilities available for co-curricular activities and extra curricular activities including games and sports.

The list of the infrastructural facilities available for co-curricular activities and extra curricular activities including games and sports are given below:-

1	Class room for Computer Science	40.64 Sq.mtrs
2	Sports Store cum Health & Physical Education centre	121.92 Sq.mtrs
3	Girls Common Room	38.50 Sq.mtrs
4	Boys Common Room	59.04 Sq.mtrs
5	Socially Useful Productive Work (SUPW) Room	30.16 Sq.mtrs
6	Science & Mathematics resource centre Laboratory (Physics, chemistry, Biology)	121.92 Sq.mtrs & 40.86 Sq.mtrs
7	Psychology lab	40.64 Sq.mtrs
8	Educational Technology (ET) /ICT	40.64 Sq.mtrs

1	Class room for Computer Science	40.64 Sq.mtrs
2	Sports Store cum Health & Physical Education centre	121.92 Sq.mtrs
	Lab& (Geography)	
9	Fine Arts	53.30 Sq.mtrs
10.	Performing Arts (Music, Dance & Drama)	29.04 Sq.mtrs
11.	Language Lab	55.34 Sq.mtrs

4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

This Institution has not shared Physical infrastructure with other institution/s in holding various programmes but in special cases (sports related programmes) it shares it with the District Sports Association, etc.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center, etc.)

The facilities like rest rooms for women, separate wash room facilities for men and women, canteen etc. are available in the institution to ensure the health and hygiene of the staff and trainees.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

Yes, there are two hostel facilities for trainees one for Boys and the other for Girls separately. The capacity of each hostel, including facilities of sports and games, health and hygiene etc. is 100 but only 2 students availed hostel facility this year.

4.2.   Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance, if any.

The budget allocation and utilization in the last five years for maintenance of the following are given below-

	Year	Amount in Budget	Amount Spent
* **Building**-	2015-16	9,00,000/-	27,19,558/-
	2014-15	8,00,000/-	11,00,000/-
	2013-14	1,50,000/-	8,00,000/-
	2012-13	1,50,000/-	1,00,000/-
	2011-12	1,00,000/-	23,000/-
* Laboratories	2015-16	90,000/-	2,29,655/-
	2014-15	1,00,000/-	91,183/-
Equipments,	2013-14	1,00,000/-	68,545/-
&	2012-13	1,30,000/-	54,040/-
Computer	2011-12	1,25,000/-	8,03,158/-
* **Furniture**-	2015-16	2,00,000/-	5,81,800/-
	2014-15	1,00,000/-	569,000/-
	2013-14	1,50,000/-	81,000/-
	2012-13	1,50,000/-	2,36,150/-
	2011-12	1,00,000/-	1,10,600/-

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The institution has been planned to ensure adequate utilization of the available infrastructure by allocating rooms for general class rooms, content cum method classes, Library, separate laboratory for Lab-based subject, Boys Common Room, Girls' Common Room, Store Room, Staff Room, Office Room, Principal Room, Management Room, Play Ground, E.T. Laboratory, Smart Class Room, Conference Room & Meeting Hall for conduction of seminar, discussion and competitions etc.

3. How does the institution consider the environmental issues associated with the infrastructure?

The institution has adopted the following ways to keep in perspective the environmental issues:
- ➢ The classrooms are kept clean and care is taken for proper ventilation and light. The classes are designed in such a way that sunlight and cross ventilation is there and hence there is no need for additional lights during day time;
- ➢ Staff and students are continuously sensitized regarding switching off the fans, lights, AC, LCDs etc when not in use;
- ➢ All repairs of leaking taps, drainage issues and other such issues are immediately attended to;
- ➢ Swach Bharat Abhiyaan and Nirmal Bangla Abhiyan are organized with active involvement and participation of the students and staff;

4.3   Library as Learning Resource

1. Does the institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/ computer services)?

The institution has a qualified librarian and sufficient technical staff to support the library according to NCTE norms and has also collected study materials through computer and leading journals related to the subjects taught at this institution. The trainees are free to collect material for additional information on required topic from the electronic media and print media available with the college. They are also provided with possible Xerox facilities.

There are 3 staff that help the librarian to performs following duties:
- Dusting of books, periodicals (both loose and bound volumes), documents in other media, shelves, chairs, tables, etc (if needed);
- Sliding and display of books, newspapers, periodicals (both loose and bound volumes) and new arrivals, documents in other media, if any;
- Assisting in opening and closing of the Library;
- Manning the Check Point/Property Counter;
- Shelf arranging: arranging books and periodicals in proper order;
- Arrangement of chairs and other furniture in the reading hall;
- Assisting users in searching of books, periodicals and documents in other media and finding/tracing of misplaced books and periodicals etc;
- Library services for users with special needs and general readers too;
- Physical preparation of books, bound volumes of periodicals, newspapers, and documents in other media; depending on the requirements stamping, opening of the packets, pasting, book label, book pocket, book tag, due date slip and writing on the spine tags, if any;
- Preparing sets of cyclostyled/xeroxed copies of sets documents for circulation;
- Shitting of books and periodicals, and documents in other media from respective sections to the stacks and other places;

- Searching out the damaged books and periodicals, mending them and preparing them for binding;
- Handling the computerized issue-return of the books;
- There are three computer attendants who take care of the computers;
- Maintaining the details of books lent and taken back from borrowers (both teachers and students) on daily basis.
- Checking the operation of the automated library system to keep its operation free from technical disorder.
- Besides this, we have technical assistance team in the campus which takes care of timely updating of software.

2. What are the library resources available to the staff and students? (Number of books – volumes and titles, journals-national and international, magazines, audio visual teaching-learning resources, software, internet access, etc.)

The library resources like number of books – volumes and titles with catalogue system, National and International Journals, magazines and Audio Visual teaching-learning resources, software facilities are available to the staff and students. The particulars of the library resource available are furnished below:

(a) Numbers of books –   Total Text Book   = 2753
                          Total Reference Book = 5676
                          Total Book   = 8429

(b) Total Number of Educational Journal National – 21, International-02
(c) Number of encyclopedia available in the library – 02
(d) Number of Magazine – 24
(e) CDs containing relevant topics of related subjects.
(f) Reprography Machine – 01
(g) Computer - 04

Composition of the library committee

- The Library Committee properly constituted, is headed by the Principal of the institute and has participation from both academic and non academic staff;
- The library committee holds two annual meetings in an academic year
- Urgent meetings are also conducted as and when needed;

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

Yes, for systematization of library resources for its adequate access, relevance and transparency, the library committee has been formed comprising the following functionaries of the institution as its members. These are as under with its functioning:

a) Principal – Ex-officio Chairman.
b) Sri Sujoy Sarkar – Librarian Ex-officio convener
c) Dr. Asish Das – G.B. Member
d) Dr. Kalyan Pandey – G.B.Member
e) Dr. Kalpataru Mondal – Lecturer
f) Sri Indrojit Saha – Lecturer
g) Mrs. Mahua Sengupta – Lecturer
h) Sri Binoy Kr. Goswami – Head D.El.Ed Section
i) Smt. Priya Mondal – Lecturer
j) Sri Shutirtha Adhikary – Asstt. Librarian
k) Sri Samir Kr. Bhattacharjee – Non-teaching Representative

Role of the Library Committee:-

- Planning for the functioning of the library and reviewing the rules and regulations of library periodically;
- Stock taking regarding the status of books/journals/periodicals etc, purchases, additions, demand and upkeep of books;
- Taking decisions regarding necessary actions to be adopted in the cases of missing and damaged books, books not returned by students & staff;
- Discussion regarding budgetary allocations for current academic year, purchase of new books, renewal/subscription of journals, library automation and website updating;
- Taking routine and non-routine decisions regarding matters concerning the functioning of the library.

4. Is your library computerized? If yes, give details.

Yes, the library is fully computerized and automated.

5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Computer facilities have been introduced for Library. The Institution has introduced Internet facilities for students and faculty members.

6. Does the institution make use of Inflibnet/ Delnet/IUC facilities? If yes, give details.

In library we are trying to introduce to use of intra campus library software.
The library has 4 computers used for Internet and scanning facilities as well as searching books.
Xerox facility is available for copying whenever necessary for both faculty members and students.
Printing facility is provided with many of the computers.

7. Give details on the working days of the library? (days the library is open in an academic year, hours the library remains open per day etc.)

The library is open in all working days, i.e. 240 days and library facility is also provided to the trainees on holidays if required and it remains open from 10.30A.M. to 5P.M. It means the library remains open six and half hours per day.

8. How do the staff and students come to know of the new arrivals?

- All the books newly brought are displayed at entrance of the library on display board;
- The librarian sends a mail to all staff members for approval of books that are to be bought. These books are put on display and the opinion of the staff members is sought before proceeding on to the decision of purchasing it;
- Important news articles from newspapers related to education, ICT, etc. are put up on the notice board;
- Relevant news articles, important links to journals, etc. are scanned and emailed to faculty as well as students, important mails received related to education are forwarded to faculty for the reference purpose;
- Links to some free e-books and e-journals are informed;

9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

This Institution has already set up a book bank and introduced book bank facilities to the students in collaboration with the District Library & Bharat Sevashram Sangha Education Library.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

As till now the institution did not have any chance of admitting any trainee, visually and physically challenged, so it has no experience in this regard but when the institution will receive this type of trainees then special facilities will definitely be offered to them to facilitate their training.

4.4 ICT as Learning Resources :

1. Give details of ICT facilities available in the institution (Computer lab. Hardware, Software, Internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

Computer Lab: The computer lab opens at 10 a.m. and closes at 4-30 p.m. The fully air conditioned lab is well maintained by our non-teaching staff that is well trained in computers and its technicalities. Periodically AMC persons are called to check the computers and solve the problems if occurs. 3 (three) L.C.D Screens are available which are very useful for conducting workshops/seminars and Smart classrooms.

Hardware : 47 computers with internet connectivity; 4 CCTV cameras, LCD 3 projectors and speakers.

Software like : Orrell Language Lab, MS-Office, Windows XP.

The following activities of the college ensure their optimum utilization:
➢ Training programs organized using ICT like : Add on course on Web Tools in Teaching and Learning for students;
➢ Training on Blogs opening and usage;
➢ Teaching of social issues by linking them to the daily life by film-viewing.
➢ ICT enhanced Project based Learning;
➢ Flipped learning;
➢ CAP (Computer Aided Presentation in any one special method) through ppt presentation;

2. Is there a provision in the curriculum for imparting computer skills to all students? If yes, give details on the major skills included.
➢ The college provides computer training and education to students to develop their computer skills in the following way.
➢ B.Ed students come from different backgrounds. Some are computer literate while others barely know the keyboard. So, the uphill task of equipping them with computer skills is one of the major programs which the college used to conduct since many years. Some who already know become the mentors to those who do not know these skills. Students learn to work on Word documents, Excel sheets, Power points.etc;
➢ ICT integration in language learning using Orell Language Lab, which has an inbuilt mechanism of teaching and evaluation. The Lab has built the skills of listening, reading, comprehending, speaking, etc.
➢ The Cap (Computer assisted Presentations) of the B.Ed. students where they create a story board and they make their presentations by power point presentations;
➢ The students prepare graphs based on the lessons.

3. How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

The following explains the use of ICT in curriculum transactional processes, be it
teaching, research or extension:
➢ Use a Smart board for making power point presentations, showing videos related to topics of discussions, movie clips and even displaying pictures;
➢ Using Google classroom rigorously where the faculty members create classes and make announcements, give assignments, give articles for prior reading to the students.
➢ Online notes/handouts to the learners;

- For curriculum transaction using the synchronous and asynchronous learning modes using group email, blogs social networking sites like Facebook, WhatsApp;
- Training students in mobile learning techniques like using internet on mobiles and accessing email, downloading e-books, using social networking like whatsapp;
- Several Google forms created in Google Drive to manage information like the Faculty Log book. Student Appraisal Form, Alumni Information Forms, Program Evaluation Form. Self-Appraisal Forms.

4. What are major areas and initiatives for which student teachers use/ adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, preparation of teaching aids)

- **Developing Lesson Plans** : Our students prepare different lesson plans, creative and colorful worksheets on different topics from West Bengal Board of S.E. and West Bengal Council of Higher Secondary Education syllabi using web resources.
- **Classroom transaction**: Students make power point presentation as well as youtube resources, etc. while giving lessons in those schools which have technological facilities.
- **Teaching aids:**
  - Students prepare teaching aids on various topics in their respective pedagogy making use of the web resources available in our computer lab. Handouts and worksheets are also used as teaching aids. This also helps them in preparing charts, models and case studies;
  - The students prepare **Computer assisted presentations** using animations, hyperlinks to videos, and within the documents. They also save these in CDs which are submitted to the institute;
- **Evaluation:** Students are oriented to the use of excel sheets and basic statistics calculations which helps them to prepare class tests, mark sheets; process and interpret test results for schools students.

4.5 Other Facilities

1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g.: serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The instructional infrastructure of the institution shares its facilities with other institutions and also with the community through its counseling committee.

2. What are the various audio-visual facilities/ materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The trainee teachers are encouraged for proper use of audio-visual facilities in the institution. For this they are exposed to the classes in the E.T Laboratory.

3. What are the various general and methods Laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

- Multi Purpose Lab : It has arrangements for performing science experiments. There are cupboards for storing various models, equipments and teaching aids. This room has provision for displaying all the teaching resources of the institute. Students can utilize these resources. Every year the teaching resources made by students are added to this lab;
- Orell Language Lab : The institute has an air conditioned Digital Language Learning Lab. The Lab has built the skills of listening, reading, comprehending, speaking, etc. among the students. The language lab has its own software packages for training pre-service and in-service teachers;

- ➤ Psychology Lab : Different test materials and various psychological instruments are available in this lab and provide facilities for the conduction of experiments and administration of psychological test;
- ➤ Computer Lab : The institution has full-fledged computer laboratory with LAN and college hours uninterrupted Internet connection. The laboratory is equipped with Scanner, CD writer and other equipment which are effectively utilized by the faculty as well as students to make their teaching learning process.

4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

- ➤ Multipurpose and Conference Halls are used for the following activities: Regular teaching learning activities, Workshops, Guest lectures, Demonstrations and Seminars, Assembly, Co-curricular activities, Celebration of national days and festivals;
- ➤ The campus has a large playground which is used for regular outdoor sports and sports competitions. For indoor sports, we have separate rooms for yoga Education, Music and Art Education;
- ➤ Sports equipment available in the institute are as follows : Badminton racket, carom board, chess board, football, discus, short put ball, skipping rope, volley ball, net javelin throw, cricket gar, measuring taps etc.

5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

> Yes, the classrooms are well-equipped with the latest technology and adequate furniture arrangement, conducive to the teaching-learning situation in the classroom and also with electricity facilities, chalks Board, use of O.H.P. and Audio-Visual Aids and Smart Class etc.

4.6   Best Practices in Infrastructure and Learning Resources :

1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

The faculties seek to model and reflect on the best practice in the diversity of instruction including the use of technology by being average or normal degree in their approach and little bit higher and lower while teaching. The cause is to make teaching satisfactory for all the categories of learners as a class comprises different categories of trainees ranging from gifted category to average or normal category and low category.

2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

The following innovative practices are adopted in this institution relating to the use of ICT, which have contributed to quality enhancement.
- a)   Individualized and Personalized system of Instructions.
- b)   Adoption of "Communication Cycle" in the form of "Communication Process" in teaching- learning process.
- c)   Computer Assisted Instruction (CAI)
- d)   Teaching to the trainees in the Smart Class.
- e)   Micro Teaching and Simulated Teaching.
- g)   Use of flipped classrooms;
- h)   Preparation, review and printing of weekly time tables, circulars, notices without wasting paper and time;
- i)   Add on course on web tools in computer applications for students;
- j)   General introduction to E-learning, Mobile-learning, distance learning, On-line learning;
- k)   Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups;

3. What innovations/ best practices in 'Infrastructure and Learning Resources' are in vogue or adopted/adapted by the institution?

The following best practices in "Infra-structure and Learning Resources" are adopted by the institution;.

        a) Reading Facilities for the trainees in the library.
        b) Catalogue System in the library for the trainees.
        c) Display Board for reading newspapers.

Additional Information to be provided by Institutions opting for Re-accreditation/ Re-assessment

1.   What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?
2.   What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

2.4 Infrastructure and Learning Resources :		
	NAAC Observations-**First Assessment Report-2009)**	NAAC Observations- **previous assessment report-2012)**
2.4.1 Physical Facilities for Learning :	* **Adequate built-up area.** * **Psychology Lab, Physics Lab. Chemistry Lab, Biology Lab, Computer Lab and Educational Technology lab are ill equipped.** *Now the Laboratories have been well equipped with modern and sophisticated apparatus and equipments for Lab-based Teachers Training Programme.* * **Meager Sports and Indoor- outdoor Games facilities.** *Sufficient Indoor & Outdoor games facilities are provided by the college for the trainees of Teachers Training Programme. In this regard the college has already appointed a physical instructor (M.P.Ed.).*	**Infrastructure is as per NCTE Norms.** *The college has already developed its existing infrastructure and further enhanced infrastructure facilities for M.Ed.*
		Various labs are established and maintained. *This year we added smart laboratory for better academic progress and improvement.*
		Computer lab with 20 computers has internet facility and LAN connection. *Now computer lab designed for basic learners and advanced learners in two separate rooms with computer sets having internet facility and LAN connection.*
		Language lab is established. *The language lab established in the year 02-01-2012 in collaboration with Orell Techno systems (India)Pvt. Ltd., Civil Line Road, Kochi-682024, Kerala, is properly maintained to develop students' language skills.*
2.4.2. Maintenance of Infrastructure :	* **Available Infrastructure is poorly maintained.** * **The College Management has sufficient funds for the maintenance of computers, laboratories and other physical facilities but not used.** * **Safe drinking water facility and hygienic toilets are yet to be provided.**	**There is budgetary provision for maintenance.** *This is the practice of the college annually budgetary provision made to maintain and develop infrastructure of the college.*

	After observation of NAAC Peer Team Visit, the Infrastructure of the College is made up to the standard through its re-construction and remodeling. *The hygienic toilets, safe drinking water facilities have already been ensured and provided.* *The college has procured large number of computer and its peripherals of latest version to impart knowledge and training to the trainees by an M.Tech.(Computer Science, M.B.A faculty member.*	**Separate common rooms and toilet facility for boys and girls are provided.** *Since the establishment of the college the adequate toilet and common room facilities are provided for boys & girls separately.*
2.4.3. Library as a Learning Resources	* **The library has 3031 books with 768 titles and six Journals are subscribed.** * **Appropriate Library management software is yet to used.** * **Reading room facility available for 30 students.** * **Reprographic and Internet facilities are not available.** *After NAAC Peer Team Visit, the following number of Books have been purchased on dates stated against for the courses mentioned with names of the publishers.*	**1394 titles (3859 reference books), 17 journals, total number of books is 6685.** *The college library has been improved with new titles relevant and at present Titles – 2349, Total Books- 8429 (Reference Book- 5676, Text Book -2759), Journals-23 (International-02), Magazines-24 are with the library.*
		Internet and reprographic facility available. *Internet, reprographic & Printer facilities widened and introduced effectively.*
		Library yet to be automated. *Yes, already automated.*
		Reading room has capacity of 50 students. *Reading room with sitting capacity raised from 50 to 100.*

For the table within cell 2.4.3:

Sl. No.	Date of purchased	No. of Books.	Name of Publisher	Course/s
1	16-03-2009	70	Rita Publication	D.Ed.
2	20-06-2009	447	IBT	D.Ed.
3	11-09-2009	1800	NBT	B.Ed.& D.Ed.

Now total numbers of Books is 6465. Out of which 2666 text books and reference books 3799.
Reading room facilities have already extended for 50 trainees in place of 30 trainees.
15th Journals were duly subscribed for Library.
Reprographic and Internet facilities and Library management software have already been introduced as per observations of NAAC Peer Team.

2.4.4 ICT as Learning Resources:	* **14 computers without Internet facility are available in Computer Laboratory.** * **Computer facility is yet to be extended to all Students & Teachers.** *Now 20 Computers with Internet facilities have already been installed for Trainees and Trainers. As per observations of NAAC Peer Team computer facilities for all Trainees & Trainers are offered free of cost.* * **The College has its own Website but it is not updated regularly**. *The College authority is trying to update regularly the Website of the Institution under Contained Management System (CMS).*	**Two LCD projectors, two OHP, T.V are used in Educational Technology room.** *03 LCD Projectors are available in class room & conference room, 02 OHP, 01 DVD player and 03 T.V. with Set top Box.* **Teaching of Computer is one of the methods of teaching.** *Now in the new syllabus computer science & application has been included in Pedagogy of Science Teaching and a new paper named EPC3 has been introduced as a compulsory paper for the B.Ed. course.*
2.4.5. Other Facilities :	* **Play ground, hostel & canteen are common facilities but poorly maintained.** * **Separate rest room facility is available for females and males but yet to be furnished adequately.** * **Transport facility is not provided to students and staff.**	**Language Laboratory, Seminar Room, Canteen, Hostel, Drinking Water, Playground etc.** *The college has a well furnished language lab, auditorium & conference room, canteen and other amenities i.e. separate boys & girls hostels.*

	Now the Play ground, Hostel & Canteen facilities have already been properly maintained. *The Institution is absolutely a Teachers Training Institution, though the Transport facility may be provided to them for which additional charges are to be paid.*	**Four staff quarters and one guestroom.** *Since the establishment of the college this facilities are allotted and provided to the staff and guests.*
2.4.6. Best practices in Infrastructure and Learning Resources (if any)	* <u>**The College is yet to develop best practice related to Infrastructure and Learning Resources.**</u> *The College has now become infrastructurally well-equipped with adequately qualified faculty members, well-equipped laboratories and a library enriched with books. Mechanism of language is taught to the trainees by a linguistic expert with research background from the English and Foreign Languages University, Hyderabad.*	**Language Lab.** *Language lab particularly used for pedagogy of language teaching. Design appropriate teaching-learning strategy/ approach suited to particular content.*
		LAN facility is available in the computer lab for access of learning resources. *The same facilities are extended towards teachers & students in broader manner with wifi facilities.*

Criterion V:- Student Support and Progression

5.1 Student Progression:

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

Through Oral test, Unit test, Pre test and Test examination the institution assesses the trainees preparedness for the programme and ensure that they received appropriate academic and professional advice through the commencement of their professional education programme ranging from trainees pre requisite knowledge to acquisition of skills.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

Following are the efforts taken to ensure that the campus environment promotes motivation, satisfaction, and development and performance improvement of the students;
- ➤ Morning assembly : The institution begins its day's work with inspiring campus prayer which creates the proper mind-set for learning;
- ➤ Proctorial system: The mentor-students counseling:
- • At the allotted time the students share their experiences, aspirations, expectations, ambitions with their mentor;
- • The system enables tracking of the performance and development of students in theory and practicum as well as their participation in co-curricular and extra-curricular activities;
- • The mentors give tips to individual student teachers regarding the improvement in needy areas including practice teaching. The faculty in-charge personally looks into means for improving the performance of students and managing grievances.
- ➤ Literary activities ; Curriculum transaction is done through co-operative and collaborative techniques, brainstorming, role play, dramatization, quizzes and discussion, inquiry based learning, ICT integrated lessons etc;

- Cultural Activities including celebrations of national and significant days, festivals etc like Independence Day, Republic Day ;

3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

The rate of gender wise drop out after admission of this institution is very low in the last five Years. The very reason behind it is selection of candidates through School Service Commission, Govt. of West Bengal for getting recruitment as High School teachers.

Year		Male	Female
2012	B.Ed.	02	01
	D.El.Ed.	01	01
2013	B.Ed.	Nil	Nil
	D.El.Ed.	Nil	Nil
2014	B.Ed.	Nil	01
	D.El.Ed.	Nil	Nil
2015	B.Ed.	Nil	Nil
	D.El.Ed.	Nil	Nil
2016	B.Ed.	Nil	Nil
	D.El.Ed.	Nil	Nil

The mechanism adopted by the institution for controlling the drop out :
- The students are counseled by mentors (teachers) if they have personal problems;
- Certain amount of flexibility in timings and attendance is allowed in genuine cases and are allowed to learn asynchronously;
- The institution offers interest free education loans when students are unable to pay fee installments;
- Several tests and retests are conducted for the needy students to enable them to cope with the syllabus and teaching assignments;

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/ qualified in SLET, NET, Central/ State services through competitive examination in the last two years?

Institution always try to counsel the trainees to get service in State Govt. and Central Govt. as Inspector of Schools as well as teachers / lecturers through School/ College Service Commission and also give special stress for admission to M.Ed. course . Such type of counseling is provided to the students for enabling them to compete for the job and progress to higher education as additional service for Institution. They are encouraged to join course in the sister institutions of foreign languages. When there is more demand for such courses then students are given provision for summer courses. Several certificate courses like 'Web tools in teaching learning', Creative writing skills, Science activities, Use of language lab for training vernacular students in English, etc are available for students. English speaking courses for vernacular medium students are conducted in collaboration with British Institute.

Year	Percentage of trainees Go for Teaching as a career
2014 – 15	37%
2015 – 17	Two year B.Ed. Course result not yet published.

5. What percentage of students on an average go for further studies/ choose teaching as a career? Give details for the last three years?

Year	Total Number of students	Average % of student who choose higher education	Average % of students who choose teaching career
2013-2014	100	44%	56%
2014-2015	200	21%	79%
2015-2017	199	Result not yet Published	

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes, give details on the same.

The college provides all the facilities to our students-teachers after graduating from the institution.

➢ After graduation and completion of programs the teacher trainees can avail the facilities like library, ICT resources etc;
➢ The alumni often visit the institute seeking academic/research guidance for higher studies and job information from the faculty members. The faculty is always available to lend any help to them;
➢ Alumni can access the resources from library, e-journals, computer and internet facilities after seeking permission.

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The college formed placement cell in the year 2014. The Chairperson of this cell in the Principal and one of the faculty members is in the charge of the functioning of the cell.
The college provides placement services to the students through local / national employment exchange, Govt. of West Bengal from the year 2014 - 2015. The list of passed candidates is regularly sent to the concerned employment exchange for sponsoring their name/s in the different schools against vacant post/s.

➢ The cell provides the following services;
➢ Vocational guidance to teacher trainee;
➢ Communication about job opportunities;
➢ Counseling about interviews and demonstration lessons;
➢ Orientation about teacher functions and code of conduct;
➢ Follow up activities in the context of teaching performance.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Lack of communication skills is the major difficulty faced by the student teachers during the campus interview. To overcome this, the following are done; The use of language labs is made for vernacular medium students; Special training for CV writing and how to face the interview and workshops are conducted regarding communication skills; Demonstration lessons and talks are conducted by alumni who are working in all types schools.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

The college brings the matter of placement of the student teachers during school internship process to the active notice of the Headmaster/Headmistress of the school where the school internship programme will take place. As per list of the number of student teachers for school internship provided by the schools, the college places the student teachers to those schools for the purpose to make school internship activity highly effective.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?
- ➢ Since 2014 one of the faculty members is assigned the responsibility of coordinating the placement activity. This faculty member has the responsibility of inviting and coordinating with schools coming for campus placements, arranging for the schedule of placements, orienting students regarding placements, putting up notices prior in advance regarding placement schedules, maintaining records of students who are placed and doing follow-ups and in general ensuring smooth conduction of placements activity;
- ➢ Each year reputed schools are invited to conduct campus interviews in their campus;
- ➢ The schools can also avail the infrastructure and ICT resources to make presentations regarding their schools in their respective campus;

5.2   Student Support:
1. How are the curricular (teaching-learning processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The institution plans the curricular co-curricular and extracurricular activities through following strategy:
Curricular Programs :
In order to plan them, the following aspects are considered before the beginning of academic year :
- • Total number of working days;
- • Time periods prescribed for different programs such as school internship practice program, seminars, book reviews, CAP presentations;
- • Curriculum prescriptions for course transaction;
- • Reservation of days for sports meet, annual gathering, various competitions etc.

For curricular planning, following points are considered :
- • Assignment of courses as per teacher educators competence, specialization and teaching experience;
- • Faculty generates session plans regarding the topics to be achieved and their evaluation. The session plans also have mention of additional learning resources and references;
- • Proper sequencing of course periods and proper weightages to courses in terms of number of periods is taken care of in the timetable.

There is a separate committee that plans practice lessons by using following norms:
- • Lessons are planned according to school time tables;
- • Alumni demonstrates a model lesson as the benchmark for the new student teachers;
- • The timetables of practice lessons are communicated to the teacher trainees at least six days in advance so that they have adequate time for preparation;
- • The section wise timetables of course transactions are permanently displayed on the notice board.

Co-curricular and co-curricular Programs:
- • The responsibilities of planning the co-curricular and co-curricular activities are delegated to various committees;

- They suggest probable dates and all the committees meet to finalize the calendar for academic year;
- The Planning and Development Committee looks to the total planning. When the calendar is finalized, it is communicated by exhibiting on the notice board and website. Each teacher educator is provided with a copy of a calendar.

2. How is the curricular planning done differently of physically challenged students?

The institution did not have the case of preparing curriculum planning differently for physically challenged students. In the year 2014 – 2015 there are 2 (two) visually challenged students admitted in this institution. Arrangements were made to complete their practice teaching smoothly within the stipulated time and the community work was arranged within the campus premises. Wheel chairs are provided for them. Special provisions are made to give the visually challenged students a comfortable seating arrangement in their respective classes.

3. Does the institution have mentoring arrangements? If yes, how is it organized?

Yes, the institution has mentoring arrangements. It is organized through supervision of daily diary prepared by the trainees remaining under the guidance of different teachers forming different groups. The faculty in-charge personally looks into means for improving the performance of students and managing their grievances.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

Faculty Development is achieved through following:
- Faculty development programs namely-faculty forum, guest lectures, and research paper reading sessions;
- Encouraging faculty members to participate in state/national/international seminars, workshops and conferences;
- Deputing faculty for orientation and refresher courses as organized by the Academic Staff College, University of Gour Banga and helping them to publish their papers in the peer reviewed journals of national repute;
- A policy of job rotation is adopted to provide a variety of professional experiences;
- Faculty is encouraged to undertake major and minor research projects and they have been successfully completing these projects over past years;
- Faculty is also provided opportunities for further education through the various IGNOU courses offered by the IGNOU.

5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

Yes, the institution have website in which the history of the college, members of the Governing Body, Name of the Teaching and Non-teaching staff and principal, curriculum adopted, achievement of the college have been reflected with updated form.

6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

Yes, the institution have remedial programme for academically low achievements trainees. These are individualized instruction and individual attention. Special classes are held for them to recoup their weaknesses and special care is taken to upgrade and update their knowledge and information about the course.

7. What specific teaching strategies are adopted for teaching?

a) Advanced learners :   The teaching strategies like teaching in Bengali / English medium and supplying the books of higher order and encouraging the students to participate in the seminar, to write articles on different national and international issues are the various teaching strategies adopted for teaching advanced learning.

b) Slow Learners :   The teaching strategies like tutorial classes, peer group teaching, slow learning materials are the teaching strategies adopted for teaching for slow learners.

8. What are the various guidance and counseling services available to the students? Give details.

Guidance and Counseling services relating to personal, educational and vocational aspects of the student in the form of individual inventory service, occupational information services and direct counseling service are the various services available to the students in this institution. For this purpose the Institution has already set up an Employment and career counseling cell which puts up in the notice board to display (i) job advertisements (ii) information on competitive examinations held by recruiting agencies like PSC /UPSC (iii) notifications on post graduation and other job oriented courses. In addition to that a personal counseling cell, consisting of few sympathetic teachers/GB members help students to overcome tensions and frustrations and solve personal problems arising due to academic weakness, family background, conflicts with some trainees or teachers, love affairs etc. by meeting them regularly by this committee. They are also provided with information in the form of guidance for their preparation for further higher studies in the subject of their interest.

9. What is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The grievance redressal mechanism has been adopted by the institution for trainees. The Institution calls for grievances from all groups in writing in a prominently place box marked GR box. This GR box is opened periodically and grievances examined by GR Cell. The cell forwards the grievances to the appropriate authorities and keeps track of steps for redressal. The GR Cell formed in this Institution has already formed in this Institution in 2004.

The following are the major grievances redressed in last two years:-

i.   Major Students absented in School Internship Programme : Counseling was provided and strict monitoring of attendance was done.

ii. Need for printed notes by B.Ed. trainees : Concerned teachers were asked to provide the same.

iii. The lengthy admission processes conducted by the University of Gour Banga   from the session 2014 -2015 : The matter has already been referred to the Government for appropriate measure as per verdict of the Supreme Court from the next session .

10. How is the progress of the candidates at different stages of programs monitored and advised?

The progress of the candidates at different stages of programmes is monitored and advised in the following manner:

➢ Micro-lessons, integrated lessons, practice teaching lessons, different types of lessons conducted during internship and block teaching are monitored;

➢ When minimum desirable level of progress is seen, the teacher trainee is made to proceed to the next stage. When the progress is not minimum desirable, more orientation is provided, the teacher trainees are made to practice more intensively;

➢ Content enrichment program followed by content test gives feedback regarding the content mastery. Weak students are identified on this basis and given practice and drill;

➢ Formative evaluations in case of theory learning are done through tutorials, study circles, remedial programs, internal tests, and preliminary examination;

- The student teachers whose achievements are found to be unsatisfactory are made to contact the respective teacher educators for remediation;
- Each student is given opportunity to improve his/her performance by giving several retest and re-exams internally.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

The practice teaching programme is amended as School Internship Programme for 4 months and Pre School Internship programme for 1 month for the B.Ed. trainees duration of 2 years as per latest NCTE Norms.

The following are conducted before sending the students to Government recognized schools for school internship:
- Pre-practice preparation sessions; Content Enrichment sessions, Micro Teaching Workshop, Lesson Planning Workshop;
- Preparation and use of Instructional Materials session;
- Methods and Techniques of Teaching session;
- Evaluation strategies session including preparation of year plan, unit plan etc;
- Facility and alumni demonstration of lessons;

Along with this inputs by all the faculty members are given on :
- Maxims and Principles of Teaching, Correlation-external and internal correlation and innovative methods and techniques of teaching.
- Evaluation of students performance and giving feed ack.

5.3 Trainees Activities
1. Does the institution have an Alumni Association? If yes,

Yes, Alumni Association formed in 2006.

(i) List of the current office bearers
For 2015-2017
a) Principal – Ex-officio   -   Convener,
b) Sri Indrojit Saha   -   Member
c) Smt. Moumita Adhikary   -   do
d) Smt. Rainupur Mitra   -   do
e) Sri Manik Karmakar   -   do
f) Sri Swapnadip Bhattacharya   -   do
g) Sri Partha Ghosh   -   do
h) Sri.Indranil Mukherjee   -   do
i) Smt. Ekata Dey   -   do
j) Sri Tanmoy Chakraborty   -   do
k) Sri Subhankar Roy   -   do
m) Sri Ranabir Das   -   do

(ii) Give the year of the last election :
Last election of alumni Association held on 30th June, 2015

(iii) List Alumni Association activities of last two years.
Alumni Association organized different activities last two years are given below :
a) They organized Nabin Baran Utsab both two years.
b) They organized Workshop on Review New Syllabus for Uniform Curriculum Structure for Two Year B.Ed. Programme in West Bengal as per norms of the NCTE with Resource person of the State.
c) They launched movement for holding B.Ed. examination at a time throughout the State of West Bengal.

(iv) Give details of the top ten alumni occupying prominent position.

    a) Sri Avijit Choudhury, Dist. Reporter of Bartaman Patrika (Daily), Malda

        b) Sri Tanmoy Biswas, Inspector of Schools (S.E)

        c) Sri Liton Das, Agricultural Officer.

        d) Sri Anup Sarbadhkha, Teacher, Malda Govt. High School.

        e) Sri Sukumar Saha,   Lecturer of leading general College.

        f) Purabi Mondal,   --do--

        g) Lina Gupta   --do--

        h) Pranabasish Paul   High Court, Calcutta

        i) Gajen Kr. Baroi   Lecturer of Gazal College, Malda

(v) Give details on the contribution of alumni to the growth and development of the institution.

a) The contribution of alumni to the growth and development of the institution are remarkable for maintaining discipline in all respect and highlighting the activities of the Institution to the people through news agencies, helping meritorious and poor train trainees' stipends and books. They also gave suggestion notes to the current students for uplift of their academic career.

b) The alumni give the demo lessons, Provide guidance to students in preparing CV, giving interviews, placements, share with present students the challenges in the work place, sharing the best practices of their institutions as well as active participants in inter college competitions and National Conferences.

2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

    The institution encourages trainees to participate in the extra-curricular activities during the last two years in the following manner:-

    a)   Organized Annual Cultural Programme

    b)   Organized Intra and Inter College Debate competition,

    c)   Organized Intra and Inter College Essay Writing competition,

    d)   Organized Intra and Inter College Quiz Competition

    e)   Organized different indoor and outdoor games competition among the students.

    f)   Organized seminar on different events.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/ materials brought out by the students during the previous academic session.

    The institution uses to involve and encourage students to publish materials in the wall magazines in frequent intervals and college magazine yearly. For this the institution formed Magazine Committee.

4. Does the institution have a student council or any similar body? Give details on- constitution, major activities and funding.

    Yes, the institution has a Student Council. The Student Council formed among the trainees at least five members from the women & council member not exceeding eleven.

Major Activities of Student Council

    Acting as liaison between college management and students, Voicing student grievances, organizing literary and cultural activities throughout the year like celebration of festivals, sports, women development cell activities as well as managing events like seminars held annually at the institute.

5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Ans. : 5.   The various bodies and their activities (academic and administrative), which have student represented are given below.
a) One member from trainees in Governing Body
b) Library Committee,
c) Cultural Committee,
d) Games and Sports Committee,
e) Guidance and Counseling Committee,
f) Literacy Committee,
g) Grievance Redressal Committee.
h) Magazine Committee

The activities of these bodies or committees are ---
a)   To give the list of text books prescribed by the syllabus, reference books, encyclopedias, teacher's guide book and psychological tools to be purchased for every academic year, to make check on the stock of books in the library as per the record in the accession register periodically, to supervise the daily transaction of the books in relation to its issue and return of the students and faculties, to give the list of Journals on education, magazines and periodicals for every year.
b)   To organize competitions in relation to cultural aspects like Recitation Programme, Rabindra Sangeet Programme for facilitating the students to manifest their potentialities, to organize extra mural Lectures by inviting good personalities for delivering their talks.
c)   To organize indoor and outdoor games for enabling the students to participate in their activities, to aware the students about the importance of physical exercises for maintaining good physique.
d)   To give assistance to all the trainees in the form of guidance and counseling for ensuring their sound development with the purpose of making them adjustable being in the present contemporary society.
e)   To give them guidance in their three major aspects- personal, educational & vocational, to organize counseling services for them in order to solve their immediate problems.
f)   To organize literacy activities and programmes by conducting   competitions like debate, extempore, essay writing in order to explore and enhance the literary potentials of the students.
g)   To invite allegations from the students in the form of grievances for partial fulfillment of their requirements, to be vigilant on the needs and requirements of the students.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Yes. It has the provision of getting feedback from students, Alumni, Parents.

Feedback from Alumni :
- The institution informally seeks and collects data for its curricular planning, growth and development. Whenever our alumni visit our college, we do take their feedback. We are in touch with them through emails, online communication and even through social media.

Parents
- The college organizes the PTA with an aim to reach out to parents and guardians of student teachers to keep them updated about the college programs and progress made by the student teachers over a period of time. Every year PTA is organized once a year, where all the faculty members, student teachers along with parent and guardians participate in a program that is organized by college.

5.4.   Best Practices in trainees Support progression

1. Give details of institutional best practices in Student Support and progression?

1. To orient the students to the real educational scenario prevailing in the schools.
2. To explore the experiential learning mode for introducing the teaching practice.
3. To bring the schools and the TEIs together by creating a collaborative bond between the in-service and pre-service teachers.
4. To enable the students to develop an insight into the relation between theory and practicum part of the course.

The Practice

In this activity the prospective teachers are provided with the mentors in the form of regular teachers whom the prospective teachers observed throughout the day, assisted the teachers in their every activity, planned the lessons in collaboration with the mentor teachers and gave the lessons under the supervision of these teachers.

The activity has the following steps :

➢ In-depth discussion with the school principals and schools coordinators about the concept of shadow teaching and seeking their cooperation;
➢ Orientation of the students to the school system, class-room as an complete unit in itself, concept of class-room teaching, concept of shadow teaching, role of subject teacher in shadow teaching, roles and tasks specification of mentors and mentis in shadow teaching,
➢ Chalking out the complete schedule of the activity and informing about the same to the schools;
➢ Scaffolding the activity through timely guidance;
➢ Weekly monitoring of the activity and getting the feedback from the stakeholders;
➢ Reviewing the programme and making the situation based changes;
➢ Promoting reflective practices among the students and mentors.
➢

Additional Information to be provided by Institutions opting for Re-accreditation/ Re-assessment.

1. What were the evaluative observations made under Student Support and progression in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student support and progression?

2.5 Student Support and Progression :		
	NAAC Observations-**First Assessment Report-2009)**	NAAC Observations- **previous assessment report-2012)**
2.5.1. Student Progression :	* **In last three years the dropout rate ranged from 0 to 5%.** * **In last three years, 3% to 7% students go for higher education which is too less.** * **Mechanism to keep records of students' progression is yet to be developed.** * **In 2006-2007 academic session, one student got fourth rank in the University.** *The dropout rate is not according to actual context. The trainees were duly absorbed in Govt. Services after admission into B.Ed. course without completing their training programme.* *After completion of B.Ed. training, most of them are recruited as PGT/TGT in different schools of this State. Therefore a few percentage of trainees are interested in Higher Training Programme like M.Ed.*	**Dropout rate is negligible.** *In the year 2016 dropout rate is Zero.* **80% are absorbed in teaching job.** *Though more than 80% of our students have already been appointed to /engaged in jobs through School/College Service Commission and through our paid consultancy- Galaxy Consultant, New Delhi, we are trying to increase the rate of absorption and to motivate them to pursue higher studies along with their being in job.* **Tutorial system is yet to be implemented.** *Tutorial system to upgrade the students' learning standards in order to cope with diverse demanding needs for achievement in life has already been introduced and implemented in the college.*

2.5.2. Student Support :	* **Placement Cell is yet to be established.** * **Health centre facility is yet to be made available for students and teachers.** * **The campus is safe and secured.** * **Informal academic & personal counseling is provided to students.** *Placement Cell in collaboration with National Employment Exchange, Labour Department, Govt. of West Bengal will be formed shortly.* *Health centre facilities have already been provided for Trainees & Trainers through Student Health Home, Dakshin Dinajpur, Balurghat.*	**Hostel facility for boys and girls.** *Since 2004 the hostel facilities are available for boys' & girls'.*
		Limited counseling facility is available. *The college has already widened the scope of counseling facility to students to cope with their personal, familial, social, educational & sometimes racial problems so that they find it easy to overcome them and get on in life and society. Expert trained teachers of the college and experts from outside are invited to counsel students both for their personal development & academic progress. Paid consultancy named- Galaxy Consultants provides counseling to students in this respect.*
		Loan facility, free ship, scholarship yet to be provided. *Bank loan facilities and other facilities are provided.*
2.5.3 Student Activities :	* **Two students participated in State Level sports events.** * **Meager recreational facilities are available in the college.** * **Alumni association formed in 2006 is not very active.** *Recreational facilities are available as per NCTE norms.* *Several initiatives have been taken by the College authority to make active the alumni association of the college.*	**Students' council and Alumni association are undertaking some activities.** *Students' council & Alumni association took active part in different activities and development of the college.*
		Daily diaries are maintained by the students. *Yes it is maintained and verified by teachers.*
		Important birthday and anniversaries are celebrated by conducting cultural programme. *The college observed important birthdays & anniversaries of the great men as per academic calendar.*
2.5.4 Best Practices in Student Support and Progression (if any) :	* **The College is yet to develop best Practice related to Student Support and Progression.** *The College has developed a student welfare wing to provide support in different ways to build their careers and to establish them in society.*	**Personal Counseling by teachers.** *Personal counseling by the faculty members made in regular manner for higher education, job opportunities etc.*

Criterion VI: Governance and Leadership.

6.1   Institutional vision and leadership.

1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

VISSION :-
Balurghat B.Ed. College aspires to be nationally recognized as one of the premier institutions that offer to the society competent teachers who are humane, collaborative and multicultural in their outlook and to be globally adjudged as efficient and highly innovative disseminator of knowledge and expertise.

MISSION :-
To develop an understanding of academic content at a higher level by weaving 21st century interdisciplinary themes into core subjects;

To develop learning and innovative skills among students and teachers;

To equip teachers and students with research-driven instructional practices;

To foster life skills and work place skills among students and teachers;

To empower teachers and students with knowledge, skills and attitude required to create inclusive and multicultural learning environments;

To instill among the students and teachers the civic virtues and the spirit of giving back to the society multifold.

To inculcate moral values and professional ethics in teachers and students.

To strengthen students' national spirit to achieve the goal of clean, corruption free nation.

The regulatory bodies of this college are the Governing Body of the college, University of Gour Banga and the Eastern Regional Committee, N.C.T.E, Bhubaneshwar . Among these regulatory bodies, the College Governing Body plays an interventionist role for proper management of the college both in academic and administrative perspectives. The members of the Governing Body are dedicated and committed persons in making this institution a good centre of teaching & training.

The college maintains good rapport with the schools for establishing healthy relationship where the B.Ed. trainees do their School Internship. In order to strengthen the college, the Authority invites the Headmasters & Headmistresses and Principals of these schools to its different academic and non-academic programmes. The college also keeps sound & healthy relationship with the members of the community and with those who are the men of missionary zeal and interest & spend their time, energy & resource for the educational development of their area. Besides, the college invites them into its academic & cultural programmes along with the guardians of the students.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Yes, thee mission of the institution includes its goal and objectives in terms of addressing the needs of the society, the students it seek to serve the school sector, educational institution's tradition and value orientations.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

For ensuring the top managements' commitment it can be highlighted that the management of the college in the form of Governing Body is vigilant for smooth transaction of the teaching and learning process because propagation of education and training is the mission rather than the profession of the Governing Body of the college. Besides, the Governing Body exercises the following functions as commitment for the trainees.

a)   Discussion of the Governing Body with the trainees regarding their learning progress, learning difficulties they are facing and facilities, needed for them in the form of canteen facilities, first-aid box facilities, placing trainees' complaint box for their silly problems.

b)   The leadership role played by the secretary, Governing Body, as a visionary figure, the keen academic guidance given by the academic advisor as the academic leader is highly remarkable for the principal, faculty members, members of non-teaching staff and trainees for bringing smooth progress in the daily teaching learning transaction of the institution.

c)   With getting a lot of expectation, assurance with hope from the Governing Body have formed the following committees in joint venture. These are:
(i) Academic committee, (ii)Admission committee, (iii)Time table committee, (iv) Library committee, (v) Examination committee, (vi) Cultural committee, (vii)Research and publication committee, (viii) Games & sports committee, (ix) Employment & career counseling cell, (x) Construction Committee (xi) Literacy committee, (xii) Cumulative record card committee, (xiii) Excursion committee, (xiv) Discipline committee, (xv) Seminar and workshop committee, (xvi) Community work committee, (xvii) Campus beautification & plantation committee, (xviii) Internal quality assurance cell, (xix) Development committee, (xx) Canteen & Hostel supervision committee, (xxi) Finance committee, (xxii) Grievance redressal cell, (xxiii) Alumni Association Committee (xxiv) IQAC (xxv) Social service guild committee, (xxvi) Feed back analysis committee.   (xxvii) UGC fund utilisation committee (xxviii) NCTE relating committee (xxix) purchase committee (xxx) Anti rigging Squad (xxxi) Sexual harassment cell) (xxxii) Women workers welfare cell (xxxiii) Medical cell

These committees have been formed by them keeping the purpose of bringing total development of teacher trainees both in their scholastic and non-scholastic perspectives.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The Management is not directly involved in assigning responsibilities to the staff members. This job is performed by the principal as follows:
1. Identifying suitable faculty for the given portfolio at the beginning of the year and allotting the portfolio to the faculty members;
2. Orienting the faculty to their portfolio related job specifications;
3. Helping them to prepare the annual plan of their portfolio;
4. Discussing the plan in the staff meeting;
5. Periodical monitoring and reviewing of the implementation of the plan;
6. Assessing the faculty performance on the bases of the job performance;
7. Providing feedback to the faculty on the completion of the plan.

5. How does the management/ head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The principal ensures the availability of the valuable information about the college activities for the management through the following:
- Regular communication about the college activities to the management;
- Presentation of the action taken reports during the G.B and IQAC meetings;
- Submission of the Annual Quality Assurance Report to the management;
- Submitting of the academic audit report to the management as and when conducted.

6. How does the institution identify and address the barriers (if any) in achieving the vision/ mission and goals?

The barriers in the way of the achievement of the vision and missions are identified by:

- Regular staff meetings;
- Annual Quality Assurance Report (AQAR);
- Feedback from various stakeholders.

These barriers are addressed by:

- Thorough discussion in the staff, IQAC and G.B. meeting.
- Taking suitable and timely action for the removal of these barriers.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

The management encourages and supports the involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes by ensuring the staff participation in the decision making bodies like G.B. and IQAC.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The President, being the executive head of 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 President of 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.

6.2.   Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

For management of different institutional activities the institution has formed 33 (thirty three) committees covering academic management, finance infrastructure, Faculty, Research, Examination etc. Meetings of the committees made by the institution held meeting/ discussion regularly according to Balurghat B.Ed. College Trust rule.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

The academic committee, admission committee, discipline committee, development committee, finance committee, staff-association, staff council are the academic and administrative bodies of the institution. The President of the Governing Body is the Chairman of the finance committee and the Principal of the college functions as the ex-officio chairman of different committees.

3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration of the institution is de-centralized through formation of different committees comprising the chairman, the secretary, the principal, senior faculties, dynamic faculties and non-teaching staff as its members. Any discussion relating to any matter of the college is subject to be discussed in the concerned committee.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The institution, in collaboration with the school, village panchayats conducts the curricular and co-curricular activities to the partial fulfillment of the requirements of B.Ed. degree. For ensuring qualities in teaching practice work of the trainees the institution uses to give a letter of request to the concerned schools for allowing their subject teachers to observe the teaching of the teacher-trainee.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

The feedback in decision making and performance improvement form the basis of the Management activity of the college . In rotation to decision making, all decision should be taken unanimously by all the employees of the college. For performance improvement the remedial measured must be taken as these are suggested in the light of learning difficulties identified among the students.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/ providing conducive environment).

The institution takes initiative by conducting seminars, workshops community programmes, research work and project relating to community problems. In this way the institution takes necessary measures to promote co-operation, to share knowledge, to innovate and empower the faculties.

6.3   Strategy Development and Deployment-

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

Yes, the institute has an MIS which is utilized for generating various reports to be sent to the Management, University, NCTE & NAAC. This MIS is categorized as :-
a) **Administrative uses of MIS**
   - Downloading the information from internet vis-à-vis admission policies, new rules and regulations, etc;
   - Generating and maintaining admission records;
   - Generating merit lists for admissions;
   - Maintaining database about the faculty;
   - Generating Financial accounts;
   - Maintaining documents related to infrastructure;
   - For general correspondence with University, Management;
   - Analyzing feedback forms;
   - Generating annual budgets, students profile;
   - Generating and maintaining attendance reports.
b) **Academic uses of MIS**
   - Preparing student records for various purposes (Roll Numbers, method list, School Internship list etc);
   - Using Google drives, Google forms, Google classrooms and other online software for spreading, managing and retrieving information;
   - Preparing Circulars (for exams, Practice teaching lessons etc.);
   - Preparing Notices for academic activities;
   - Using Library Software;
   - Retrieving information for preparing IQAC reports seminars and other reports;
   - Preparation of instructional material;

c) uses of MIS for Examination and Evaluation
- Preparing question papers in English & Bengali.
- Preparing question bank and model answer vis-à-vis Tutorials;
- Preparing Marks lists;
- For maintaining a database of Internal Assessment;
- Analysis of Examination Results;
- Rank wise Sorting of Students' Results;

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution allocates both human and financial resources for accomplishment and sustenance of the changes resulting from the action plans through as semblance of Governing Body, staff council and staff association meetings in this regard.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The physical and human resources are utilized by assigning duties to faculty members having ability, efficiency, experience and attitude to do the work best and allocating financial resources as per requirement for the smooth implementation of the missions and goals, planned and obtained.

4. Describe the procedure of developing academic plan. How are the practice teaching schoolteachers, faculty and administrators involved in the planning process?

The academic planning is guided by the mission is done to achieve the course objective and promote an all-round development of institution. Academic Plans for all the courses are prepared before the commencement of the Academic year.

The procedure of developing academic planning is as follows:
- The staff meeting is called for preparing the academic plans. The academic plan is developed in coherence with the academic plan of the University and the schedules of the School Internship Programme.
- The faculty at the beginning of the academic session personally inspect school internship to acquaint themselves with the schedules of the schools, their needs and their academic calendar.
- Planning for school internship is done keeping in mind the schedules of the school and B.Ed. curriculum. At least 60 learning designs should be delivered (duly prepared and approved learning design by the Teacher Educators).
- The timeslots for the commencement of the semester, admission and examinations are identified and acquaints the student teachers with the overall working of the school to make them fit to conduct themselves in all activities of the school.
- Initially the number of teaching and non-teaching days is counted and holidays are marked in the calendar. The teaching days are then divided as per the credit requirements of each pedagogy of school subject and finally the plan is prepared;
- This is followed in the planning for the curricular and the co-curricular activities;
- The requirements of various committee members and the time slot required by them are taken into consideration. The Principal participates in the development of academic plans. The administrators are informed through e-mails. It is also uploaded on the website;
- Sufficient time spaces are kept for organizing development activities, seminars and workshops;

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The institution has clear vision and mission which displayed in office notice board as well as in prospectus of the college and on the website.

The teaching and non-teaching staff together was teamed in a session wherein the teaching staff had to orient the non-teaching staff regarding each of the mission goals and made them analyze and come out with action plans as to how they would strive to contribute their bit towards achievement of the mission goals.

The Principal time and again refers to the vision and mission in staff meetings, interactions with non teaching staff as well as with students, parents and alumni during formal interactions with them.

In the general body meeting of all employees of the college, the objectives of the institution at all levels are communicated to the employees in which their duties as contributions to development of the institution are assigned with the purpose of doing the work co-operatively to boost the team spirit of all concerned.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

- In 2014 the institution has revised its vision and missions in keeping with changing global educational scenario to evolve SMART goals.
- The institution plans annually its programs and activities based on the institutional goals and objectives in the form of annual action plan;
- The implementation of the action plans are monitored by the principal and the faculty once in a semester through feedback from the stakeholders;
- These feedbacks are compiled and analyzed to identify the gaps. Strategies for bridging the gaps are identified. These strategies are integrated in subsequent plans;
- The annual plan is reviewed at the end of the year and effectiveness of its completion is analyzed based on reflective reports of every activity and portfolio;
- Program evaluation by the alumni is also done;
- At the end of the year, the institute decides on goals for the subsequent academic year which are stated in the action plan part of the AQAR;
- The IQAC monitors the overall achievement of the implementation plans.

7. How does the institution plan and deploy the new technology?

- Teachers are encouraged to prepare session plans using latest technological methodologies
- Teachers are using Google classrooms, Wiz-IQ and blogs for asynchronous interactions;
- Students during practice teaching use smart boards, YouTube, movie maker, digital story telling etc;
- Students have to mandatorily give ICT based lessons and prepare a ICT enabled teaching aid which is to be submitted to the institution;

6.4   **Human Resource Management**

1. How do you identify the faculty development needs and career progression of the staff?

The institute recognizes the faculty development needs and career progression of the staff through the following;
- SWOC analysis if done individually by faculty members and discussed in staff meetings;
- The faculty do their self-appraisal and provide constructive feedback regarding their needs.
- The faculty is continuously encouraged by the management to undertake research and/or further studies. The faculty is given ample freedom to decide on the areas of major/minor research themselves and are constantly supported by the Principal;

- The faculty regularly come forth with their need to attend specific training programs/ workshops/ seminars being held both nationally and internationally and they are being financially and academically supported for the same;
- The institute also sends faculty for refresher courses and orientation courses.

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers) Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Student's appraisal of teachers, principal's appraisal and peer evaluation are also done to evolve a 360 degree appraisal of performance of teachers and non-teaching staff;
Each faculty member maintains the evaluation of each instructional session by students in the prescribed format;

- **SWOC analysis (Strength, weakness, opportunities and challenges) :** is done individually by each faculty members. On the basis of this portfolio allocation and training needs are decided;
- **Academic and session plans** : the teaching faculty generates these plans in the beginning of the year which are put on institutional website for reference. Periodically assessment is done regarding the following of these plans;
- **Self appraisal** : is done by the faculty in terms of the goals set by them in the beginning of the academic year and the extent to which they could successfully achieve them. The faculty is given academic support for improving their performance based on their evaluation.
- **Daily Log books**: After completion of every teaching session, the teachers also record it in their printed log books which mention the details like topics taught, strategies used, and number of students absent/present. Students also write their feedback regarding the session in these log books which are duly signed by them. These reflective comments do help the faculty members to bring changes in their job performance;
- **Students' Appraisal of Teachers** : Students are given after every semester, appraisal forms wherein they evaluate the faculty in various contexts, the courses taught and their overall opinions along with suggestions.
- **Mid -Term Monitoring** : is done after the completion of the internal assessment and on basis of it as well as feedback from the grievance cell and proctorial sessions. All this helps the institution to take appropriate decisions with respect to faculty development and transformations in policies and procedures.

3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

- Only the teaching & non-teaching staff members having gross salary below 21,000/- are provided ad hoc-bonus and incentive.
- Organizing English speaking program for non-academic staff as well as giving them frequent training on technology usage;
- Medical allowance, uniform and washing allowance for non- teaching staff.

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The Institution has sent and is also sending the teaching and non-teaching staff for attending training and orientation programme for the up- gradation of their skills.
In the year 2014-2015 the institution conducted staff development programme and the brief abstract is furnished below :

   a) Computer training in the use of Google drive and personality development programme for Non-teaching staff.
   b) Faculty Development Programs on innovative teaching practices like active learning, critical thinking, cooperative and collaborative learning, catering to diverse learning needs for faculty members.
   c) Training for handling fire extinguisher for non-teaching staff.
   d) Smooth office administration.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The strategies and implementation on plans of the institution in recruitment and retention of diverse faculties and other staff having desired qualifications, knowledge and skills have been done and are being done keeping conformity with the recruitment policy, salary structure and service condition as per the guidelines and requirements of the statutory and regulatory bodies, i.e. NCTE, and State Govt..

6. What are the criteria for employing part-time/Ad-hoc faculty? How are the part-time/Ad-hoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

The part-time/ Ad-hoc faculty are selected and engaged of the basis of their requisite qualifications , professional trainings and experiences relevant to the subjects on contractual basis with importance given for maximum benefit for the teaching learning process of the college.
The regular teachers are engaged for a full session and their regular timely attendance as per norms of rules are mandatory while the part-time / Ad-hoc faculty are engaged only to take assigned classes for limited periods on limited days, though the basic requisite qualifications are identical in both cases.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution has made the policies with allocation of resources for ensuring professional development of the faculties. For this, there is budget allocation for staff development in the form of getting study leave for higher studies and research, participation in seminars, conferences and workshops etc. at the local ,national and international level and the participating faculty are also provided with possible and permissible support.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

Ample physical facilities with proper maintenance have been given to the faculties for their seating arrangements comfortably, keeping official and instructional records as well as doing their works smoothly.

The institute provides the following physical facilities to the faculty :
- A spacious and separate staff room for staff members. The staff room also has essential facilities like comfortable chairs, tables, lockers, computer with LAN and internet, and notice board;
- Provision for separate washrooms and clean, hygienic water.
- AC computer laboratory with numerous computers with internet connection;
- LCD projector and computer facilities;
- Smart Class with Video conference facility;
- Printer for usage;
- AC Library with internet facility, reprographic and printer machine;

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The major mechanisms adopted by the institution in place for faculty and other stakeholders to seek information or getting complaints are;
> College Notice Board.
> College Bulletin Board.
> Keeping ex-students as members of governing body.
> Guardian-teacher meeting.
> College prospectus.
> Grievance redressal committee and students can drop their grievances in drop box which are suitably addressed.
> The managements actively seek all information timely from the Principal regarding the work progress in college.

10. Detail on the workload policies and practices that encourage the faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

- NCTE norms are adhered to in terms of number of working hours per week, distribution of work to lecturers, readers and the principal;
- Even distribution of work and periodically monitoring of work load of staff. Staff handling a particular portfolio also gets assistance from other faculty members who are co- in -charge. In this way the work load is shared;
- Compensating for the workload if one is allotted more time consuming activity like school internship;
- All the teacher educators are involved in visiting the internship schools for supervising school internship programme and at least 60 lessons of the student-teachers and one month teaching internship meant for the 2nd semester.
- Allotting the workload as per the competencies of the staff .
- Providing equal opportunities to all staff members to participate in workshops and seminars and paper presentation.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The institution is trying to reward and motivate the staff in connection with the improvement and systemization of office performance and activity to ensure administrative discipline and transparency.

6.5   Financial Management and Resource Mobilization:

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

No, the institution does not get any financial support from the Govt. for its functioning, because this is a self-financing B.Ed. College. The only sources of revenue and income are generated from Government fixed fees collected from trainees.
This year our college is included in the list of UGC recognized colleges under 12(B) under UGC Act 1956. This has brightened our prospect to receive financial assistance from the UGC.

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

There is no quantum of resource mobilized through donations.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

There is operational budget approved by the Governing Body for maintaining for annual expenses within limit of budgetary provision. The college prepares its budget very carefully within its limited generated fund but the practical expenditures for the overall development of the college often entails deficit and if the college receives financial assistance from the UGC and / Government, it can provide more support for teachers achievement performance programme and college infrastructure development programme.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

Budgetary resources of the institution as stated above are somehow to fulfill the missions and quality programme, though the college often faces financial hardship.

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Yes. The accounts are regularly audited both internally and externally on regular basis by a recognized Chartered Accountants Firm.

6. Has the institution computerized its finance management systems? If yes, give details.

The financial management system of the institution is partly computerized and partly manual.

6.6 Best Practices in Governance & Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

The best practices that are significant in governance and leadership are carried out by this institution are:

a) To implement the educational plans and programmes as per the vision, mission an values framed and followed by it.

b) To assemble the members of the Governing Body and Trust in meeting to look into various developmental plans and look after the proper functioning of college in every respect.

c) The practice of sending staff members for attending seminars workshops and conferences organised at State, National & International levels followed.

d) To give scale of pay to its different categories of employees who are in regular service as per State Govt. norms.

e) Formation of different committees for smooth running of the institution.

Additional Information to be provided by Institutions opting for Re-accreditation/ Re-assessment

1. What were the evaluative observations made under governance and Leadership in the previous assessment report and how have they been acted upon?
2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

2.6 Governance and Leadership :		
	NAAC Observations-**First Assessment Report-2009)**	NAAC Observations- **previous assessment report-2012)**
2.6.1 Institutional vision and Leadership	* **The College has a clear vision.** * **Role of Faculty in decision making is not clear.** * **An effective academic leadership is not visible.** The College authority has taken active measures to improve and upgrade decision-making faculty in the teaching staff in respect of effective implementation of teaching-learning activities in the college. New appointment of teaching staff in the college is believed to lend an effective academic leadership.	**Vision, Mission and objectives are clearly stated** Yes, the college has clear vision, mission and objectives to achieve. **College is governed by Balurghat B.Ed. College Trust** The college is governed and managed by Balurghat B.Ed. College Trust.
2.6.2 Organizational Arrangements:	* **Governing Council of the College has representation of Faculty members, Non-teaching staff and students.** * **The college functions through different committees.** * **Functioning of grievance redressal cell is to be systematized.** * **The decentralization of management is not visible.** The appropriate has already been taken to systematize the functioning of grievance redressal cell. The college is managed and governed by a well represented governing body. The Principal controls the day to day administration and supervises all academic activities and also looks after implementation of academic and training programmes as per direction of the University.	**Trust has constructed one governing board to look after the various activities.** The Trust formed Governing Body of the college as per the guideline of the Higher Education Department, Govt. of West Bengal. **Few committees are constituted for different activities**. 35 (Thirty five) Committees were duly constituted for different activities of the college to systematize all aspects of academic and administrative activities.

2.6.3 Strategy Development and Deployment:	* **Perspective plan is yet to be drawn out.** * **Strategic plan for future development is not in place.** The College has a vision to implement M.Ed. course, under the same umbrella and in near future to become a Deemed University.	**Preparation of perspective plan is yet in process.** Got recognizing from ERC-NCTE for introducing M.Ed. Programme for & from the session 2017-2019. The college has a vision to introduce integrated M.Phil & Ph.D. programme in near future with a mission to upgrade this college to a research institute of training and education. **Selection of teachers is made as per norms** The selection of the teachers is made abiding by the norms of NCTE and Affiliating University.

2.6.4 Human Resource Management:	* **There is no faculty to teach Methods of Teaching Physics, Mathematics, chemistry, Hindi etc.**
	* **Self- appraisal system is implemented.**
	* **Professional development programmes for staff are yet to be organized.**
	* **The academic performance of Faculty members by an outsider expert is yet to be evaluated.**
	
	Due to large number of recruitment made by the College service & School service commission, Science Trainers are not available at the time of NAAC Peer Team visit. Hence the college authority duly appointed Science Trainers to teach different Science Method subjects.
	    Hindi is not Method subject under the B.Ed. curriculum of University of Gour Banga.
	    Research committee has been formed and they will take necessary steps in this regard.
	    Recently organized National Level Workshop by the Institution has created impact on FIP for promotional development of faculties.
		There is no human resource policy and rules and regulations.
		The present Governing Body is trying to introduce human resource policy, rules and regulation relating to Balurghat B.Ed. College in accordance with the norms of NCTE, Higher Education Department, Affiliating University, UGC & NAAC.
		
		Professional development of employees yet to be planned.
		The employees of the college are encouraged and instructed to prepare themselves to develop their efficiency in their respective positions in terms of their professional and academic qualifications as per guidelines of Research and Publication Committee.

2.6.5. Financial Management and Resource Mobilization :	* **The College has substantial surplus budget.** * **Office automation is yet to be made.** * **Budgetary provision is yet to be made for different activities.** * **Financial control is only with the Governing Body.** **Ans :** The office automation of the college has already been made. Budget itself reflects all type of activities relating to teachers training programme.	**Process of annual accounts and audit is in vogue.** The Income & Expenditure relating to all vouchers, registers , receipt books Cash Books, Pass Books , Bank re-constellation Statement and relevant ledgers and other connected papers were duly examined and audited by tour engaged recognized Chattered Firm during every closing financial year. **Student fees is the main source of funds.** The college has no other source of fund generation than Government fixed course fees collected from students .
2.6.6. Best Practices in Governance and Leadership (If any):	* **Sound financial position**	

Criterion -VII -Innovative Practices

7.1   Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, IQAC was established in the year 2008 in this institution. The present composition of the said cell is given below:

IQAC for 2015-16

a) Principal, Ex-officio, Chairman of the Committee
b) Dr. Kalyan Pandey , Educationists from outside
c) Dr. Asish Kr. Das,   -Do-
d) Sri Haripada Saha   Member ,Governing Body
e) Sri Ranen Barman,   -Do-
f) Dr. Kalpataru Mondal , IQAC Co-ordinator
g) Sri Indrojit Saha,   Representative of the Teachers
h) Sri Rakesh Choudhury,   -Do
i) Smt. Riya Banerjee,   -Do-
j) Sri Uttam Kumar Maji   -Do-
k) Sri Bibhas Roy, Stakeholder & Community Representative
l) Sri Indranil Mukherjee, Representative, Alumni Association
m) Sri Malay Kr. Saha, Representative of Non-teaching
n) Sri Abhishek Bhowmick, Representative of students
o) Smt. Nilanjana Chakraborty   -Do-

The major activities have been undertaken this year –

i)   Academic planning for the different courses;
ii)   Systematic and time bound execution of the academic planning;
iii)   Continuous and comprehensive evaluation of the academic programmes;
iv)   Performance appraisal of the faculty;
v)   Faculty development through various programmes at institutional levels and externally;
vi)   Bringing innovations in the instructional practices;
vii)   Providing support services to the students;
viii)   Addressing the grievances;
ix)   Up-gradation of the technical and learning resources;
x)   Planning research endeavors;
xi)   Promoting extension activities;
xii)   Organizing seminars and workshop.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

The institute uses the following mechanism to evaluate the achievement of goals and objectives:
➢ Annual action plan that is generated by the institution based on the institutional goals and objectives directs all activities and programs of the institute. This plan is reviewed at the end of every year and its effectiveness is analyzed at the completion the year on the basis of reflective reports of every activity and portfolio;
➢ Feedback of each activity and program also helps to understand the attainment of the institutional goals and objectives;
➢ Reflective meetings are periodically held to review and discuss the extent of attainment/non-attainment of objectives;
➢ Modifications in activities/programs are done on basis of the feedback. In case of non-attainment of any objectives a reflective meeting is held and the activities are re-planned in the new perspective.

3. How does the institution ensure the quality of its academic programmes?

➢ Periodic observation, supervision and midterm monitoring of faculty and students performance;
➢ Program evaluation of each program;
➢ Analysis of students and faculty performance;
➢ Preparing a well-chalked action plan;
➢ Frequently discussing key issues in the staff meetings and arriving at the right solution.

4. How does the institution ensure the quality of its administration and financial management processes?

a) The institution through formation of different committees keeps the principal as the academic head and de-centralize power to ensure the quality of its administration.

b) The Governing Body of the institution has duly formed Finance Committee to activate and systematize the entire financial management process of the institution. All types of income and expenditure of the institution are routed through the Finance Committee and they are internally and externally audited.

5. How does the institution identify and share good practices with various constituents of the institution.

The institution identifies and shares good practices with various constituents of the institution through:
➢ Sharing the practices, faculty and students achievement in staff meetings;
➢ Informing about them during local management meetings;
➢ Informing students, alumni and parents during formal gatherings with them.

7.2   Inclusive Practices

1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The institution sensitizes teachers of the college through its academic resourceful experts as invitees lecturers, principal and the senior most faculties well-versed in the teaching about the significance of proper utilization of human resources. It has followed the national policies of education of the Govt. as issued from time to time and has stressed the very statement; "square knot, square whole and round peg round whole." Focusing on this statement the National policy on education has highly stressed the fact that every individual is an asset for the society. For enabling them to contribute their level best to the society, education is a must. That is why the NPE 1986 has defined education as a unique investment in present and future. Accordingly the school curriculum has been framed to fulfill the requirements of different categories of learners focusing on the issues of inclusion. This can be materialized through integral education or integrated approach to education.
• Extension activities and other environmental ;
• Professional development programme;

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

The institution has kept the provision of individual attention, peer teaching, remedial instructions, enrichment materials in its academic plans for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The various activities like sessional Activities in the form of campus beautification programme, road-safety programme, cleaning programme, observation of birth days of national greatmen, community related programmes like, family adoption programme, blood donation camp, organized seminar on different burning issues of the society, literacy programme, study tour etc. have been envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution ensures that the trainee-teachers develop proficiency for working with children from diverse backgrounds and exceptionalities through the teaching of individuals of different physical and mental abilities to overcome teaching discriminations, the solidification of integral education, the insurance of equality of educational opportunities, removal of gender disparities etc.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

Two physically disadvantaged or physically challenged trainees have been admitted to the institution. There is provision of quota for the physically challenged candidates in enrollment in this institution as per State Govt. rule. For fulfilling the special needs of the various students enrolled in the institution, the following measures have been adopted and undertaken by the institution:
   a)   Wheel chair provision;
   b)   Classes conducted in the ground floor ;
   c)   Emphasis on inclusive education;
   d)   Teaching done keeping in pace the needs of physically challenged and differently-abled students;

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

As this institution is a B.Ed. training college where the graduate and post-graduate candidates are coming to obtain their degree, there is no hard and fast provision of forming any committee or cell categorically meant for women category. The prime reason is that all are adults and it is a co-educational institution. However, there is a cell formed by the institution naming "Grievance Redressal Cell" to see the demands, grievances and issues of trainees in general by focusing on the gender sensitive issues. Hence, if any matter comes as a gender sensitive issue to the surface in the institution, it is immediately redressed or solved by the above stated cell.

7.3   Stakeholder Relationships

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution ensures access to the information on its organizational performance in relation to academic and administrative perspectives to the stakeholders in the following ways :
- In the meeting of the Governing Body at regular intervals.
- In teacher-students discussion.
- In the meeting of the employees and Governing Body members of the college with community members.
- In informing the guardians regarding the academic and administrative matters through their wards.
- By inviting their constructive and valuable opinions and suggestions to promote the academic standard and to streamline college administration.

2. How does the institution share and use the information/ data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

Various information is collected and shared through:
- ➤ IQAC meetings;
- ➤ Faculty forums, staff meetings;
- ➤ Governing Body meetings as well as frequent interaction with other members, notice boards, website uploads etc;
- ➤ Formal and informal feedback from students;
- ➤ Grievance Redressal cell ;
- ➤ Seminar / conferences

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

- ➤ The institution uses the feedback from suggested in the NAAC Manual for taking feedback from students about teachers course and program;
- ➤ In addition to these feedbacks regular meetings both formal and informal are organized to elicit information that is not depicted clearly or which is difficult to elicit through the feedback form;
- ➤ The results of the discussions are noted and plan of action is built up based on the modified course of action;
- ➤ Feedback forms are revised so as to incorporate the system changes that have been introduced and then analyzed for their effectiveness.

Additional Information to be provided by Institutions opting for Re-accreditation.
1.   How are the core values of NAAC reflected in the various functions of the institution?

2.7 Innovative Practices :		
	NAAC Observations-**First Assessment Report-2009)**	NAAC Observations- **previous assessment report-2012)**
2.7.1 Internal Quality Assurance System: (IQAS)	* **Students' involvement in quality assurance is not visible.** * **System perspective is yet to be developed.** * **Monitoring System of Academic quality through an outside expert is yet to be implemented.** Renowned Educationists in the line of Teacher Education like Prof. Shakti Patra, Prof. S.S. Bairagya, Dr. Kalyan Pandey, Dr. Asish Das, Dr. Biman Sarkar and other eminent educationists and outsider Experts attended this college to promote and upgrade the academic and professional development programmes through monitoring system of Academic quality.	**Working of IQAC yet to be strengthened.** Initiative taken for holding meetings one in every three month for development, academic improvement , inviting eminent educationists like Prof. Shakti Patra, Prof. S.S. Bairagya, Prof.(Dr.) P. K. Misra, Prof. G.C. Nanda , Dr. V.M. Sasikumar etc.
2.7.2. Inclusive Practices :	* **Gender sensitivity is visible.** * **No provision for the differently- abled students.** * **Academic development of students from rural & socially disadvantaged section of society is not visible.** Appropriate steps have been taken to facilitate training programme for rural and socially weaker section of the society.	
2.7.3 Stakeholder Relationships :	* **Good reputation in local community.** * **Alumni association exists.** * **Satisfaction visible among stakeholders.**	**Good relationship with school and other stake holders.** *The Governing Body of the college maintains good relationship with the Headmasters/Headmistress/ Teachers/ Support staff of the respective School relating to School Internship, Government Officials, Local Dignitaries for smooth*

		running of the institution.
		College enjoys good reputation. *The college is trying to maintain and retain its good reputation in the society and to consolidate its social confidence.*

Observation by the NAAC Peer team :- 2012

Section III:OVERALL ANALYSIS	
3.1 Institutional Strengths :	**Sufficient Infrastructure** *The college has sufficient infrastructure. The college is trying to develop its infrastructure every year within budgetary provision.*
	College enjoys good reputation. *The social reputation of the college stand on solid foundation of credibility as an institution of excellence in the field of training and education.*
	Motivated and co-operative faculty The faculty is highly motivated to achieve their excellence in teaching, education and research to raise the standard of the college and the members of the faculty actively co-operate with one another to attain the collective institutional goals and in this respect they are always inspired by co-operative *teams spirit* .
3.2 Institutional Weaknesses :	**Lack of financial resources.** *The Governing Body is keeping keen vigilance on the above mentioned issue how to overcome weak financial resources. Financial support from the UGC/NAAC/Govt. is solicited to deal with the situation.*
	Lack of academic leadership and organizational planning. *The college is well equipped with qualified faculty headed by the Principal who is not only a doctorate in the field of education but also a nationally and internationally recognized regular contributor to research journal & magazines. Dr.Kalpataru Mondal, Assistant Professor of the college and co-ordinator, IQAC, is also a scholar both in Geography & Education. Dr. Asish Das, a scholar in Physics, is the visiting professor of the college, Dr. Kalyan Pandey, who has six M.A.s in six different subjects, one M.Phil. in Linguistics and Ph.D. in English Literature and M.Ed., has written more than 15 books on English Language, Linguistics, Education & Language Teaching of international standard published from Kolkata, Delhi, & Hyderabad. He has been nominated as member of Research Board of Advisors, ABI, North Carolina, USA. He is also the visiting professor of pedagogy of language of this college. The other faculty members are also scholars in their respective fields.* **System, rules and regulations for good governance are non-existent.** *Good governance of the management is the top priority of the college. The college is run, managed, administered and controlled in strict accordance with the system of academic administration governed by discipline and transparency and rules and regulations as laid down by NCTE,NAAC, UGC, the Affiliating University and the Department of Higher Education, Government of West Bengal. Above all, the administrative fairness and financial transparency are appreciated at all level of administration and authority. The college has full control over both its employees and students.* **Lack of professional development of faculty.** *Each and every member of the faculty of the college is equipped with professional qualifications and has been selected on the basis of interview taken by the affiliating university. Most of them are already enrolled as Ph.D. /M.Phil. programmes as part of their devotion to their respective professional development. They have also attended some national / international seminars/workshops etc. to enrich themselves both academically and professionally. In this respect they get full possible and permissible support from the college.*
3.3 Institutional Opportunities :	**Paying attention towards professional development of faculties** *The Governing Body has taken positive initiative towards professional development of faculty members.*

	Involvement of faculty in planning and decision making. *The two faculty members represented in the Governing Body of the college as member and Principal as the Ex-officio Secretary of the Governing Body.* *Faculty members are included in 35 committees relating to the development and smooth functioning of the college. Therefore the faculty members are strongly involved in planning and actively participate in decision making.*
	Optimal use of ICT in teaching-learning and evaluation. *All the faculty members are well trained in the use of ICT in Teaching – learning and evaluation and utilizing it in the class rooms to optimize the process of teaching and learning and evaluation process. This year, the college has introduced smart class with video conference facilities.* *The students are encouraged to participate in ICT based learning and present their works through ICT.*
	Initiating M.Ed and value added courses. *The NCTE granted recognisation for M.Ed Programme for and from the session 2017-2019. The Governing Body is trying to introduce M.Phil, Ph.D (integrated setup) and other value added courses in collaboration with National/International Universities to upgrade the college to a research institute of training and education*
	Can have MOUs for academic collaboration *Yes, the college has taken up initiatives to launch West Bengal Chapter affiliated to Commonwealth Council for Educational Administration & Management, CCEAM, 86 Ellison Rd., Springwood 2777, NSW, Australia. (www.cceam.org),*
3.4 Institutional Challenges :	**Mobilizing resources.** *The college has formed Finance Committee and Development Committee for proper utilization of resources derived from different programmes offered by the college , hostels and others sources. It recognizes mobilization of resources as a vital step towards institutional development and so is trying to fully utilize its resources for the benefit and development of the institution as well as the improvement of the academic status of the college.*
	Appointing and retaining quality teachers *The college believes in quality and excellence of teachers and an institution, and appointment of quality teachers selected on the basis of requisite qualifications can alone ensure quality teachers. The college has appointed the teachers in strict accordance with the norms of qualification by NCTE and the affiliating University. It allows no deviation from it. In addition to it, the college encourages and provides possible support to the faculty members to enrich themselves academically and professionally by way of pursuing research programmes. The college is committed to retaining quality teachers.* **Making each student and teacher computer savvy and skillful communicator.** *The staff and students are regularly instructed to enhance the computer skill through British Institute, Kolkata having its camp office in this college and to develop their communicative skills in English.*
	Give maximum exposure through organizing and deputing them to participate in workshops and seminars. *Faculty members are encouraged to organize and participate in regional /national/international workshops and seminars as their positive steps towards professional development.*
	Developing research attitude. *The college lays special emphasis on the formation and development of research attitude in each and every faculty member which is believed to be a powerful instrument in their professional development and inventive mind.*

Section IV : Recommendations for Quality Enhancement of the Institution	
(Please limit to ten major ones and use telegraphic language) (It is not necessary to indicate all the ten bullets)	
More optional papers be provided.	*As per uniform curriculum structure for Two Year B.Ed. Programme in West Bengal any one optional course can be chosen from among the following:* *Vocational/ Work Education, Health & Physical Education, Peace Education, Guidance & Counseling, Environmental and Population Education and Yoga Education.*
Organizational structure be made flexible to accommodate participative role of teachers.	*Thirty Five committees have been formed where the faculty members can be accommodated to participate flexibly to give suggestions & decisions as and when required.*
Managing trust should look in to having clearly laid down systems and regulatory framework for smooth functioning.	*The managing trust of the college formed Governing Body as per norms of the Higher Education Department clearly laid down systems & regulatory framework for smooth functioning of the institution.*
It would be beneficial if teachers are given an opportunity to have greater academic exposure by participating and organizing seminars, conferences etc.	*All the faculty members are given enough opportunity to participate in workshops, seminars, conferences at State/National/ International levels. They have already enjoyed this benefit to a larger extent.*
Students be also exposed to contemporary social issues through seminars, workshops etc. Library should have move books and journals as well as fully automated.	*The Institution itself organizes seminars & workshops and allows students to participate in the same so as to have for them exposure to contemporary social issues.* *More relevant books & journals were duly purchased keeping in view the curriculum content and the library is made fully automated.*
Computer assisted learning need to be emphasized.	*CAL is already being emphasized. All staff members are equally trained in its use and apply CAL as their teaching preference.*
College campus also need to have some ambience.	*The college has good ambience.*

4. Declaration by the Head of the Institution

I certify that the date included in this Self-Study Report (SSR) – Cycle – 3 are true to the best of my knowledge.

This Self-Study Report (SSR) – Cycle- 3 is prepared by the institution after internal discussions and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this Self-Study Report (SSR) – Cycle – 3 during the peer team visit.

Signature of the Head of the Institution
With seal.

Principal
Balurghat B.Ed. College

Place : Balurghat
Date : 04-02-2019

UNDERTAKING

This is to certify that Balurghat B.Ed. College, Mangalpur, P.O.+P.S. Balurghat, Dist. Dakshin Dinajpur, West Bengal, Pin. 733101 fulfils all norms.

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body (Such as NCTE, AICTE, MCI, DCI, BCI, etc.) and
3. The affiliation and recognition (if applicable) is valid as on date.

In case the affiliation/recognition is conditional, then a detailed enclosure with regards to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled, automatically, once the institution loses its University affiliation of Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by our institution found to be false then the accreditation give by NAAC is liable to be withdrawn.

The undertaking give to NAAC is also displayed on our institutional website.

Principal/Head of the institution
(Name and Signature with official seal)

Place : Balurghat
Date : 09.02.2018

Principal
Balurghat B.Ed. College