



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BALAGARH BIJOY KRISHNA MAHAVIDYALAYA

P.O. BALAGARH, DIST. HOOGHLY

712501

www.bbkm.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1985, Balagarh Bijoy Krishna Mahavidyalaya stands as a beacon of academic excellence, named in honor of the esteemed freedom fighter, Bijoy Krishna Modak. Situated in the Balagarh Assembly Constituency, predominantly comprising 176 scattered villages and reserved for S.C., the college serves students from backward classes and minority communities, facilitating their access to higher education. This Degree College embarked on its journey with a single stream of Arts, comprising six departments. Over the years, it has evolved steadily, striving towards becoming a comprehensive degree college catering to diverse academic pursuits.

In 1990-91, the Commerce stream was integrated, followed by the introduction of honours courses in Accountancy, Bengali, and History and Geography General in subsequent years. The Science stream gained momentum with the introduction of the B.Sc. General course in 2003-04, and the B.Sc. Honours in Mathematics in 2004-05, featuring subjects like Physics, Chemistry, and Mathematics. Since then college offers three streams - Arts, Commerce, and Science. In its commitment to academic enrichment, the college introduced new honours courses in English and Political Science, along with general subjects like Sanskrit and Philosophy in 2014. Notably, in 2017 and 2018, four new courses were introduced including Honours in Chemistry, Sanskrit and Geography respectively, along with Physical Education general, which was further developed into an honours course in 2023. CBCS was introduced from the academic year 2017-18 and NEP CCFUP was introduced from 2023-24. The College presently conducts 24 Major courses including 10 4-year courses and 14 3-year courses. The college embraced the online admission process in 2013 and has continued the practice since then, ensuring transparency and streamlining the admission procedure for aspiring students.

The college takes pride in its accreditation by NAAC twice in 2007 and 2016, underscoring its dedication to quality education and institutional excellence. The College also participates in NIRF and AISHE every year. Additionally, it places significant emphasis on extracurricular activities, particularly the National Cadet Corps (NCC) and National Service Scheme (NSS). The NSS unit engages in various community-oriented activities, reflecting the college's commitment to societal welfare and holistic development. With a focus on infrastructure development, the college boasts a well-equipped and digitized library housing a vast collection of books across disciplines, ensuring academic resources are readily available to students and faculty alike.

Vision

To be an Academia that will transform lives by encouraging human Endeavour and have an impact on the youths of the region by bringing them into the ambit of the contemporary national learning scenario. To embrace the traditional wisdom and value-system of the country as its founding principle and side by side try to inculcate the modern and scientific outlook amongst the learners as well as in the surroundings they belong to.

Mission

- To prepare students with strong foundation of discipline in all arenas of learning.
- To develop skills among students for the diversified and fast-changing job market.
- For furthering the endeavor of aspiring students of the region for higher studies, and to encourage life-long learning.
- To inculcate leadership qualities and to nurture the deep sense of social responsibilities for serving the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Multi-stream College with Arts, Science and Commerce**
- **Resourceful Library with updated books, journals, newspapers and e-resources**
- **ICT enabled classrooms**
- **Wi-fi enabled campus with CCTV surveillance**
- **Qualified teaching-faculty members**
- **Well defined e-governance practices ensuring transparency**
- **Active NSS and NCC units**
- **Many green campus initiatives undertaken through Nature club**
- **Extensive engagement in outreach activities**
- **Subsidized canteen that serves hygienic and nutritious food**
- **Inclusive and disabled friendly campus**
- **Aid Fund for poor students**
- **Excursions and field trips for enhancement of knowledge**
- **Faculty Exchange programmes**
- **Committed and caring faculty members with other Colleges**
- **Inspite of lack of professionally qualified staff in the library we have a well maintained and digitised library**

- **Advanced Learners' Seminars for advanced learners and remedial classes for slow learners.**
- **Growing trend of girl students in the College**
- **Strong coordination and friendly relationship between teaching, non-teaching staff and students**
- **An eco-friendly Tree lined campus and an overall peaceful ambience**

Institutional Weakness

- **There is no auditorium for the students.**
- **Lack of job opportunities in the Arts stream**
- **Rural background and educationally backward region**
- **A large number of Students come from poor families and as such College can charge minimum fees**
- **No additional source of revenue generation and the College is completely dependent on government grants**
- **Limited interest among students for add on courses or skill based courses and workshops due to financial constraints**
- **Lack in research output**

Institutional Opportunity

- **We have applied for funds from MPLAD, MLALAD and Alumni to enhance and modernize infrastructural facilities including classrooms and laboratories. We also seek for other resources such as government development funds from DPI, Govt. of West Bengal and private sources.**
- **To enhance the computer lab**
- **To build well equipped Language Lab**
- **More seminars and workshops specifically on research methodology and entrepreneurship can be arranged.**
- **The mentoring system in the College may be developed more by involving external experts and**

augmented with psychological counselling

- **We aim to organize more skill based and career based programmes**

Institutional Challenge

- **Lack of Funds for development of infrastructure**
- **Most of the students come from poor farmer-families. Some of the students themselves work in the cultivation fields and engage in different labour-works for their families and thereby get very limited time for learning.**
- **Lack of resources to open new courses**
- **To introduce new non-conventional subjects**
- **Lack of adequate number of teachers**
- **Lack of Classrooms**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Balagarh Bijoy Krishna Mahavidyalaya is an affiliated college of the University of Burdwan and hence the imparting of lessons remain faithful to the design prescribed by the affiliating University. However, the college aims to incorporate innovative and student-centric approaches in curriculum transactions in order to provide holistic development to students. The courses are addressed to highlight student awareness of cross-cutting areas, such as environmental studies, gender issues, human rights, value education, professional ethics and sustainable development. Besides there is a constant emphasis on interdisciplinary studies through strategies such as cross-discipline lectures, Advanced Learners' Seminars, In-house talks on current Affairs etc. The college offers programmes based on the Choice Based Credit System since 2017-18, ensuring academic flexibility and skill based education in keeping with the changing times.

While a meticulous and timely completion of syllabus and thorough preparation of its students is part of the very fabric of the College, we are constantly trying to upgrade the teaching-learning system by following quality practices such as documenting syllabus dissemination with course plans, more ICT based classes etc. Various student centric approaches are used to augment curriculum delivery such as Study tours, Youth parliament, quiz, projects, field visits etc.

The internal assessments of students are always in accordance with the academic calendar, and include varied methods such as seminars and assignments along with conventional written tests. Continuous tests, particularly at the initial stage of each semester are arranged by the College for a thorough preparation for the final exams of the students. As all teachers of the College are engaged in University evaluation duties, they are well equipped to guide students.

Participation in the Add-on courses on offer, have a modest number of takers because the institution caters to students who prefer progression in pure academics than induction in basic employment sectors. The college has introduced 5 add-on courses, one Diploma course and one Certificate course. There is a robust feedback mechanism to collect feedback from Students, Teachers and Alumni.

Teaching-learning and Evaluation

Balagarh Bijoy Krishna Mahavidyalaya, in adherence to government directives, offers online admission to students from diverse backgrounds. Over the past five years, the average enrollment percentage has been 49.45%, with 51.37% of seats filled in various reserved categories. The institution maintains an optimal student-teacher ratio of 36:1, ensuring effective teaching and learning.

In addition to regular classes, the college provides remedial, mentoring, and tutorial sessions catering to the diverse learning needs of students. Experiential learning activities such as field visits, industrial visits, and lab work, along with participative learning initiatives like Wall magazines, webinars, and seminars, enrich students' academic experience.

Moreover, the college fosters self-study through courses like Swayam and NPTEL and encourages creative expression through activities like creative writing. Students actively participate in academic and cultural activities online, supported by the college's continuous NSS activities for holistic development.

With a well-equipped library offering internet access and e-resources, the college ensures quality study materials for students. A robust mentorship system, with a healthy mentor-mentee ratio, facilitates optimum teacher-student interaction both inside and outside the classroom.

The average percentage of full-time teachers against sanctioned posts during the assessment period is 99.53 and almost 46.23 % of teachers have PhD/NET/SET as their highest qualification. Internal assessments are conducted in line with university regulations, with grievance redressal mechanisms in place.

The college's IQAC focuses on program outcomes aligned with university syllabi, while departments prepare course outcomes and conduct result analyses at the departmental level.

Overall, student satisfaction is evident, with students expressing contentment with syllabus completion, teaching quality, study materials, and opportunities provided by the college, along with the effectiveness of internal assessment procedures and mentoring.

Research, Innovations and Extension

At Balagarh Bijoy Krishna Mahavidyalaya, our commitment to quality education extends beyond the confines of traditional classroom learning. We've instituted an Intellectual Property Rights (IPR) cell, enriching our students with essential knowledge on IPR issues, fostering a culture of innovation and ethical practices. Our curriculum reflects a deep appreciation for India's rich knowledge systems, with numerous programs integrating courses and discussions on indigenous knowledge. In the last five years the College has organised about 90 seminars and webinars on various academic and quality issues, especially during the Covid Pandemic period. Through our National Service Scheme (NSS), our student volunteers and faculty members have exemplified service leadership, spearheading initiatives to educate underprivileged children, particularly those of migrant workers, and fostering community awareness on crucial issues like environmental sustainability, cleanliness, and hygiene. Our proactive stance in public health extends to organizing regular health camps, blood donation drives, and vaccination camps, ensuring the well-being of our community. The tireless efforts of our Nature Club and NSS have led to widespread environmental conservation initiatives and awareness campaigns throughout the year, promoting a culture of environmental stewardship among our students. Collaborative partnerships and Memoranda of Understanding (MoUs) with other institutions have broadened our academic horizons, facilitating faculty exchanges and enriching our teaching-learning ecosystem. Furthermore, our faculty members are actively engaged in research endeavors, with numerous publications in esteemed UGC Care journals, alongside contributions in book chapters and books with ISBN numbers, showcasing our dedication to advancing knowledge and scholarship in academia. At Balagarh Bijoy Krishna Mahavidyalaya, our holistic approach to education encompasses academic excellence, social responsibility, and environmental stewardship, fostering well-rounded individuals equipped to tackle the challenges of tomorrow

Infrastructure and Learning Resources

At Balagarh Bijoy Krishna Mahavidyalaya, adequate infrastructure and facilities are provided to support teaching-learning activities, ICT-enabled learning, cultural and sports activities, and library resources.

Despite the relatively modest total campus area of 15029 square meters, the allocation of space for academic buildings, administrative purposes, and open areas provided a balanced approach to the college campus. The College boasts sufficient infrastructure for academic activities, including 21 classrooms and five laboratories dedicated to Chemistry, Physics, Geography, and Mathematics. The Ashutosh Mukherjee Building accommodates all science departments. In the main building, departments such as Bengali, Economics, Education, English, History, Philosophy, Physical Education, Political Science, and Sanskrit are housed, showcasing a diverse array of humanities and social sciences subjects. Additionally, there are seven ICT-equipped rooms and a smart board-equipped room for modern teaching methods. An open ground is available for sports and games, along with an open stage for cultural activities.

The institution has dedicated a significant percentage of its expenditure to infrastructure development and augmentation over the last five years, excluding salary. Detailed expenditure data for infrastructure development and augmentation is available, showcasing a commitment to enhancing facilities.

Balagarh Bijoy Krishna Mahavidyalaya's library is automated with digital facilities using Integrated Library Management System (ILMS) powered by Koha software version 23.05.03. The library provides access to e-resources and journals, with subscriptions to NList INFLIBNET and e-ShodhSindhu. The

library collection exceeds 16,900 books, and facilities such as Public Access Catalog (OPAC) and computers attached to the central library enhance accessibility. Departments have integrated library classes into their schedules to promote regular use among faculty and students.

The institution ensures the frequent update of IT facilities and provides sufficient bandwidth for internet connectivity. Internet connectivity (free Wi-Fi) with a bandwidth of 500 Mbps is facilitated by two service providers, Alliance Broadband and GTPL Broadband. Additionally, there are seven projectors provided for ICT-based classrooms, along with desktops or laptops for presentations. Each department is equipped with at least one computer for faculty use.

A significant percentage of expenditure is allocated to the maintenance of physical facilities and academic support facilities, excluding the salary component, over the last five years. Detailed expenditure data for maintenance is provided, indicating a commitment to preserving campus infrastructure.

Student Support and Progression

The College is situated in a rural and socially backward area with a large number of SC, ST, OBC and Minority students and utmost care is taken to see that none of them are deprived of scholarships. Besides, the College has a policy of supporting poor and meritorious students through Aid Fund and every year a lot of students are provided financial support to complete their studies.

Balagarh Bijoy Krishna Mahavidyalaya is committed to enhancing students' capabilities through a diverse range of capacity development and skills enhancement activities. These initiatives encompass soft skills training, language and communication workshops, life skills development, and awareness sessions on emerging technology trends. Over the past five years, 24 programs have been conducted, covering various aspects of skill development. Collaborations with esteemed organizations such as WEBEL and CADD Centre Training Services Pvt. Ltd., as well as participation in initiatives like E-cell IIT Kanpur and Orientation Programmes to SWAYAM & NPTEL, enrich students' learning experiences. Special emphasis is placed on technology trends, including offerings such as the Computer Awareness Course, equipping students for academic and professional success.

A notable proportion of students benefit from guidance for competitive exams and career counseling provided by the institution, with workshops and tailored guidance enhancing their career prospects.

Comprehensive measures are in place to address student grievances, including sexual harassment and ragging cases, with timely redressal through appropriate committees and online/offline grievance submission mechanisms. Moreover, a dedicated complaint box and website space facilitate reporting and resolution, fostering a safe learning environment.

Many outgoing students have secured placements in various industries, while others pursue higher education, highlighting the institution's commitment to supporting students' progression beyond academics. Notable placements include Eastern Railway, ICICI Bank, and TCS, among others.

Students' academic prowess is evident through their success in state, national, and international level exams. Moreover, two students qualifying in the State Eligibility Test (SET) exemplifies the institution's dedication to academic excellence and talent nurturing.

Balagarh Bijoy Krishna Mahavidyalaya promotes student engagement in extracurricular and co-curricular activities, fostering holistic development. Participation in inter-college tournaments and events like the Kho Men Tournament and State Level Inter-College Athletics further enriches students' college experience, contributing to their overall growth and well-being.

Governance, Leadership and Management

At Balagarh Bijoy Krishna Mahavidyalaya, we prioritize assessing the effectiveness of governance, leadership, and management in our educational setting. We acknowledge the pivotal role of governance structures, leadership attributes, and management methodologies in shaping our college's holistic operation and progress.

Our alignment between institutional governance and leadership with the college's vision and mission is evident through various practices. These include the effective implementation of the National Education Policy (NEP), consistent institutional growth, initiatives toward decentralization, and active engagement in institutional governance. Our Institutional Perspective Plan, spanning both short-term and long-term goals, serves as a blueprint for achieving this alignment by delineating strategic objectives.

Efficient deployment of our institutional perspective plan ensures streamlined operations and the effective functioning of institutional bodies. This efficiency is evidenced by well-defined policies, administrative setups, appointment procedures, and service rules. Additionally, our embrace of e-governance by introducing advanced software solutions such as Enterprise Resource Planning (ERP), Tally 19, and specialized software for admission and examination processes enhances transparency, efficiency, and accessibility, with detailed information on user interface and expenditure offering valuable insights.

Staff welfare and development take precedence at Balagarh Bijoy Krishna Mahavidyalaya. We demonstrate this commitment through a robust performance appraisal system. Opportunities for career progression are provided through career advancement scheme, along with financial assistance for staff participation in conferences/workshops and professional body memberships. Moreover, both teaching and non-teaching staff actively engage in Faculty Development Programmes (FDPs), and various other professional/administrative training initiatives.

Our strategies efficiently mobilize and utilize resources and funds from diverse sources, including governmental and non-governmental organizations. Regular internal and external financial audits uphold transparency and accountability in our financial management practices.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in institutionalizing quality assurance strategies and processes at Balagarh Bijoy Krishna Mahavidyalaya. It conducts routine evaluations, operational methodologies, and learning outcomes. The IQAC facilitates various quality assurance endeavors, including Green Audit for quality improvement, academic and administrative audits, collaborative ventures with other institutions, and active participation in esteemed rankings and accreditation processes such as NIRF, NAAC.

Institutional Values and Best Practices

Our college has undertaken different initiatives by organising different awareness programmes to fulfil the purpose of promoting Gender equality among the learners. The college has a Gender Equality Cell to ensure equity among learners irrespective of gender inside the campus and organise seminars and workshops promoting the said purpose. To create a perfect inclusive environment by fostering a culture where all individuals feel valued, respected, and supported regardless of their background, identity, or abilities, our institution has organised events that celebrate different cultural traditions.

The college has a tree-lined campus including a garden. Entry of vehicles is restricted. Use of plastics and tobacco are banned in the campus. The college is committed to creating an eco-friendly and green campus and therefore we have many energy conservation and water conservation facilities. The energy conservation initiatives include installation of LED lights, automatic pump controllers, MCBs in all rooms. Water conservation initiatives include rainwater harvesting project, liquid waste management project along with automatic pump controllers to prevent wastage of water. The college has established linkage for collection disposal of waste. We have also installed dry and wet dustbins for segregation of waste in the campus. Laboratory waste from Chemistry lab is also managed in an eco-friendly way. The college has undertaken various disable-friendly initiatives like installation of railings, building ramps and toilets besides providing assistance to blind students in various ways.

Our college has undergone a green audit and we have undertaken plantation programmes under MoU with WWF, India, and by the Nature Club and NSS. Some green initiatives have been done beyond the campus like tree plantations, participating in Environment Fairs, awareness rallies and so on.

The institution has adopted two best practices: 1. Creation of a local history Museum on the theme "Balagarh: History and Heritage" inaugurated on the occasion of Azadi ka Amrit Mahotsav and implemented by the NSS; 2. Going Beyond the Curriculum: Intellectual exchange: This best practice has two components – Advanced Learners' Seminar by students and In-House Talk by teachers.

Since the institution is situated in a rural and educationally backward area, we have adopted some initiatives for the neighbouring region. This is a distinctive aspect of the institution. NSS Units of Balagarh Bijoy Krishna Mahavidyalaya has created a school for the children of migrant labourers. The NSS in collaboration with the Local administration (BDO) and Jirat Colony School has been able to send these children to Primary Schools.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BALAGARH BIJOY KRISHNA MAHAVIDYALAYA
Address	P.O. Balagarh, Dist. Hooghly
City	BALAGARH
State	West Bengal
Pin	712501
Website	www.bbkm.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pratap Banerjee	03213-260288	9830343752	-	bbkm_hooghly@rediffmail.com
IQAC / CIQA coordinator	Abhijit Ghosh	-	9433566317	-	iqacbbkm1@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Burdwan	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-11-1991	View Document
12B of UGC	18-10-1993	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O. Balagarh, Dist. Hooghly	Rural	3.71	3744

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Three year Bengali Major	36	Higher Secondary	Bengali	327	268
UG	BA,Bengali, Four year Bengali Major	48	Higher Secondary		89	40
UG	BA,English,Four Year English Major	48	Higher Secondary		47	33
UG	BA,English, Three Year English Major	36	Higher Secondary		94	34
UG	BA,Geography,Three Year Geography Major	36	Higher Secondary		94	14
UG	BA,Geography,Four Year Geography Major	48	Higher Secondary		31	17
UG	BA,History,Three Year History Major	36	Higher Secondary		138	110
UG	BA,History,Four Year History Major	48	Higher Secondary		78	42
UG	BA,Political Science,Three Year Political	36	Higher Secondary		103	80

	Science Major					
UG	BA,Political Science,Four Year Political Science Major	48	Higher Secondary		78	18
UG	BA,Sanskrit, Four Year Sanskrit Major	48	Higher Secondary		28	6
UG	BA,Sanskrit, Three Year Sanskrit Major	36	Higher Secondary		67	32
UG	BSc,Mathematics,Four Year Mathematics Major	48	Higher Secondary		38	3
UG	BSc,Mathematics,Three Year Mathematics Major	36	Higher Secondary		39	3
UG	BSc,Chemistry,Four Year Chemistry Major	48	Higher Secondary		18	4
UG	BSc,Chemistry,Three Year Chemistry Major	36	Higher Secondary		39	2
UG	BCom,Commerce,Four Year Accounting and Management Major	48	Higher Secondary		49	7

UG	BCom,Commerce,Three Year Accounting and Management Major	36	Higher Secondary		290	8
UG	BA,Physical Education,Three Year Physical Education and Sports Major	36	Higher Secondary		120	90
UG	BA,Physical Education,Four Year Physical Education and Sports Major	48	Higher Secondary		30	7
UG	BA,Economics,Three Year Economics Major	36	Higher Secondary		67	0
UG	BA,Education,Three Year Education Major	36	Higher Secondary		150	118
UG	BSc,Physics,Three Year Physics Major	36	Higher Secondary		19	1
UG	BA,Philosophy,Three Year Philosophy Major	36	Higher Secondary		147	84

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				42			
Recruited	1	0	0	1	2	1	0	3	18	23	0	41
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						14
Recruited	1		0		0	1
Yet to Recruit						13
Sanctioned by the Management/Society or Other Authorized Bodies						7
Recruited	6		1		0	7
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	4	4	0	9
M.Phil.	0	0	0	1	1	0	0	0	0	2
PG	0	0	0	1	0	0	14	19	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	808	0	0	0	808
	Female	1171	0	0	0	1171
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	134	100	114	105
	Female	130	180	141	163
	Others	0	0	0	0
ST	Male	7	9	14	15
	Female	23	18	15	16
	Others	0	0	0	0
OBC	Male	57	58	60	47
	Female	74	66	78	68
	Others	0	0	0	0
General	Male	160	294	196	157
	Female	161	387	236	233
	Others	0	0	0	0
Others	Male	1	0	0	3
	Female	0	2	1	1
	Others	0	0	0	0
Total		747	1114	855	808

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution has accepted the challenge to prepare for NEP 2020 with great enthusiasm. We adore the objective of the Policy to move towards a higher educational system consisting of large,
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multidisciplinary universities and colleges. Since the introduction of the CBCS system this institution realized the importance of coping up with a multidisciplinary system since under this system the students get ample opportunities for opting multidisciplinary subjects. However, subject to infrastructural bottlenecks, it would take time for the institution to embrace this aspect of the Policy. The CBCS syllabus implemented by the latter has ample scope for academic flexibility with an interdisciplinary approaches it offers five types of courses (Core Courses, Discipline Specific Electives, Generic Electives, Skill Enhancement Courses, Ability Enhancement Compulsory Courses) at the UG level that ensure a balance between theoretical and vocational aspects of learning. Besides there are interdisciplinary approaches in the syllabus of various programmes: The Bengali Honours programme includes history and aspects of English Literature; English honours includes various texts from Sanskrit literature; Sanskrit Honours course integrates knowledge of World literature; English Honours and general & Political Science Honours include courses on women's studies and gender studies; the History honours programme includes courses on archaeology and museology; the B.Com Honours and General programme includes Economics and Mathematics requiring the cooperation of all three departments in taking classes. For a long time, the departments in this institution have been organizing interdisciplinary lectures by getting the faculties of other departments engaged in this endeavour. The history of English literature portion for Bengali Honours students is taught by an English teacher in a classroom where students from both disciplines are present, while some portion of the Indian Classical Literature for English Honours students is taught by a Sanskrit teacher in the Sanskrit department. The College organizes Advanced Learner Seminars where students of all programmes participate and In house Talks on Current Affairs where teachers engage with students on interdisciplinary discourses. These seminars are organized with the sole aim of providing the students with a multidisciplinary orientation. On the whole the Institution is now better equipped to implement a multidisciplinary system of education.

2. Academic bank of credits (ABC):

The National Education Policy launched Academic Bank of Credits to enhance a multidisciplinary, flexible approach to study. The intention of this initiative is to upgrade qualification and improve gross enrolment ratio (GER). The Balagarh Bijoy Krishna Mahavidyalaya is affiliated to Burdwan University and as per the guidelines of NEP 2020 and university, registration in Academic Bank of Credits is an important mandate under National Education Policy for the Ministry of Education, Government of India and State Government of West Bengal. The State Government of West Bengal has also recognized ABC as a foundation for implementation of multi disciplinary Education, enabling an ecosystem which offers more flexible career choices to students. The institute has been informed by the university about the necessary action regarding an implementation of ABC. The institute has formed a committee and one faculty has been appointed as a nodal officer for the proper implementation of ABC. Balagarh Bijoy Krishna Mahavidyalaya had been encouraging and creating awareness among students about ABC Id since 2022. In 2023 we corresponded with the University of Burdwan on the issue and informed them of our readiness to accept the concept of Academic Bank of Credits. Our College is situated in a rural area and every year a few students leave the College at various stages due to financial reasons. Academic Bank of credits would provide them with an opportunity to pursue academics at a later stage from any institution of their choice. This academic year we also planned and succeeded in executing an outreach programme of creating awareness about NEP in the schools of the neighbouring areas of Jirat, Balagarh, Somra and so on. Separate teams from the College visited 11 schools to spread awareness about NEP and Academic Bank of Credits. ABC Id was created by the College for all the students of 2nd, 4th and 6th semesters. Students were notified that creation of ABC Id was mandatory. Special drives were organized on 10th, 11th and 27th of June 2023 in the college campus. The students have opened their account on DigiLocker and downloaded their ABC Id card from the ABC console. The students submitted their ABC id card to the institute and the institute has registered it on the university website i.e. Online Portal- Academic bank of Credits (ABC ID) Entry Provision. ABC id of a total of 1553 students

	<p>were created in these three days. A few Ids could not be created due to technical issues. A list of such students and their data was sent to the University of Burdwan so that action could be taken at their end.</p>
<p>3. Skill development:</p>	<p>The College has undertaken some measures pertaining to skill development of the Learners like providing soft skill and light skill training to the learners. Diploma in Pre-Primary Teachers' Education – Montessori course affiliated by Netaji Subhas Open University (NSOU) is conducted by the College. Certificate Course in Yoga affiliated by the University of Burdwan is also conducted by the College. The CBCS curriculum followed by the College includes Skill Enhancement Courses. The Honours programme and General programme students are required to study 2 and 4 such courses respectively. Examples of such skill development courses are: B.Com Honours course : E-Commerce and Entrepreneurship; B.Com General course: E-Commerce and Entrepreneurship; Computer Application in Business and Personal Selling and Salesmanship; B.Sc Chemistry Honours: IT Skill in chemistry or basic analytical chemistry; Pharmaceutical chemistry; B.Sc Chemistry General: Analytical clinical biochemistry; Pharmaceutical chemistry. Basic and applications of computer in chemistry; polymer chemistry; B.Sc. Mathematics Hons: Logic and Sets; Graph Theory; B.Sc Physics General: Weather Forecasting; Computational Physics Skills; Electrical Circuits and Network Skills; Renewable Energy and Energy Harvesting; B.A. English Honours: Translation studies; English Language Teaching B.A. History Hons: Archives and Museums in India; Art Appreciation B.A. Political Science Honours: Legislative Support; Democratic Awareness through Legal Literacy. Apart from the usual skill curriculum from the parent university, our college signed a MOU with WEBEL , for courses in Diploma in PC Application and Diploma in Financial Accounting. The Dept. of English has been organising a Spoken English programme in every academic session from 2021 onwards . Some skill development programmes are organised by the Career Counselling cell or NSS occasionally. Students are also helped to get registered on the Internshala platform to equip students with relevant skills and practical exposure through internships and</p>

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>online trainings.</p> <p>The college caters to the academic interests of a large body of students coming from diverse socio-ethnic and religious groups and the faculties are apt and dedicated to impart lessons in English and Bengali giving due credence to the bilingual mode. The CBCS syllabi have ample scope for an interdisciplinary approach to education as it offers a range of courses that ensure strategic integration of the Indian knowledge system. The College offers Bengali and Sanskrit Honours and General programmes which attract a huge number of students. The Sanskrit Honours and General course completely focus on Sanskrit Literature, Sanskrit Grammar, Indian Ontology and epistemology etc. The CBCS curriculum followed by the College integrates aspects of Indian language and Culture. For eg. The Bengali and English Honours programme includes aspects and texts of Sanskrit Literature. B.A History Honours course includes a course on Indian Art apart from an extensive coverage of the History of India and B.A. Political Science includes a course on Indian Political Thought. World Language Day and “Bhasha Divas” are celebrated to understand and appreciate the socio-cultural and linguistic plurality of our nation and the importance of vernacular languages.. Spoken Sanskrit is also organised by the Sanskrit Department as an add-on course to create a revival of interest in one of the most ancient Indian languages. To preserve and spread the local culture, local festivals and events are also celebrated in the college with great enthusiasm and favor. Bengali festivals that are annually celebrated in the college include RabindraJyanti, NajrulJayanti, BasontoUtsav, Saraswati Puja, Nababorsho, etc. Various programmes like song and dance recitals, elocution, speeches, etc are conducted in local language. We observe various important days viz. Vivekananda’s Birthday, Netaji’s Birthday, Voters’ Day, Republic Day, Teachers Day and also birthdays of local Bengali poets, great personalities and revolutionaries of the region and their contributions are celebrated. To promote the traditional system of yoga and meditation a certificate course in Yoga is conducted by the college from 2020 and World Yoga day is also celebrated with great zeal and enthusiasm. We observed Azadi Ka Amrut Mahotsav initiated by the Central Govt. of</p>
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	<p>India and many students as well as stakeholders participated in the programmes. These efforts are aimed at promoting Indian language culture and traditional knowledge at the grassroots level and align with the goals of the National Education Policy 2020.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The National Education Policy aims to create an outcome-based education where the institutions are expected to design a curriculum based on innovation and skill-based learning. Being an affiliated college of Burdwan University, we are bound to follow the university designed curriculum. Under the CBCS we are following programmes of study which provide a pivotal platform in delivering deeper insight of the subjects and an interdisciplinary and holistic approach to study. The focus of the programs is on developing specific knowledge, skills and abilities that will prepare students for future success and enable them to stand out in a global context. The college, through regular assessments and feedback from the students, evaluates the progress of their knowledge and conceptualization of the courses taught. The institute offers programs in arts, science and commerce. The outcomes for the programs focus on a range of areas including human values, social service, critical thinking, communication skills, problem solving and environmental awareness. Programme outcomes and course outcomes of the various courses available in the College are outlined by the teachers and discussed in class and are made available in the College Website so that it can be viewed by all stakeholders. The special lectures and seminars held by the three streams encourage the students of all disciplines to attend the talks so that they can have an all-inclusive multidisciplinary approach to study. The programmes also empowers the graduates to appear in various competitive examinations or go for higher studies up to their choice. Student progression to higher education is monitored by all departments. Having a deeper understanding of the socio-political issues of the nation and society, and the participation of students in youth parliaments, seminars, and quiz competitions are encouraged. One of the main aims of outcome based education is to empower the students and ensure their success in the job market. For this purpose our Career and Counselling cell</p>

	<p>organise various programmes for equipping students with knowledge regarding the various competitive examinations. Special program for preparing students for competitive examinations is also conducted by the college. Special classes on Communicative English and add-on courses like Spoken English make them more articulate enough to face job- interview. The college in collaboration with WEBEL offers courses in computer application and financial accounting which help in improving the proficiency of students in learning of different and necessary skill and thereby fulfilling the objectives of Outcome based learning.</p>
<p>6. Distance education/online education:</p>	<p>The college has Netaji Subhas Open University (NSOU) PG study center and the College encourages online learning and distance learning and has undertaken various initiatives to provide such opportunities to students despite the fact that the College is situated in a rural area where internet connectivity is poor and many students belong to the underprivileged classes and are unable to afford smartphones. During COVID pandemic our college switched over to virtual mode of teaching through various applications viz ZOOM, Google Classroom, Google meet etc. Since then the faculties have been accustomed to and prone to campus and online mode of teaching simultaneously. This institution has been equipped for providing ICT facilities. Availability of Wi-Fi and computer facilities to the students is there in the institution. The faculties have excelled in performing examinations in online mode and online of students' feedback in some departments, uploading of study materials for the students, communication to the students through institutional website and departmental Whats app groups may be claimed as good practices of the institution in conformity with what is envisaged in NEP pertaining to the Distance Education/online education. The College has a study centre of Netaji Subhas Open University which facilitates distance education in the area. The students passing out from the College as well students of adjoining Colleges can pursue higher education in different courses from NSOU through this study centre. The centre distributes learning materials, organises examination related activities, and facilitates students in academics in various Ways. The results of students under distance education of</p>

	<p>the institution are quite satisfactory. The college endeavors to carry out this alternate mode of education in the future as well. Online seminars were organised by the college in the academic year 2022-23 in which teachers and students from our College and other Colleges participated. This endeavour of the College made students accustomed to online learning. An ICT awareness programme was organised by the IQAC on 4th January 2023 to make the students aware about e-resources and online learning platforms like SWAYAM, NPTEL, e-Pathsala. Subsequently many departments organized separate programmes to enroll departmental students for online learning.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral Literacy Club (ELC) has been set up in the College in the session 2021-22. It was conceived on 08. 12.2021 and came into effect thereafter.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The committee for the ELC has been formed with Dr. Pratap Banerjee, the Principal, as the Chairman, Dalia Hossain, Associate Professor, Department of Political Science, as the Nodal Officer, and Hasina Khatun, SACT, Department of Political Science, as Member, Sumona Halder, Semester IV student as Member and Jejina Khatun, Final year student as Member. The ELC scrupulously maintains its representative character through inducting SC, ST and OBC students including those from minority communities and also through encouraging women's participation. The ELC committee, which is made up of the faculty nodal officer, a teaching member and student representatives is responsible for planning and executing the club's programs and activities for the year. The committee works closely with the faculty nodal officer who provides guidance and support to help ensure the success of the club's initiatives.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of</p>	<p>The following activities have been carried out by the ELC: 1) National Voters' Day Quiz Contest held on 15th march,2022. 2)Camp for New voters on 24th April,2022 in collaboration with NSS and B.D.O. Balagarh. 3) Electoral Awareness Camp on 22nd September,2022, held in collaboration with B.D.O.</p>

<p>poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Balagarh and Chief Electoral Officer, West Bengal. 4) National Voters Day Quiz Contest on 25th March,2023. Apart from these the college has observed the Constitution Day and organised Youth parliament almost every year. The college has also participated in District Level Youth Parliament Competition and arranged visits to the Vidhan Sabha.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Electoral Awareness Camp was organized by NSS and ELC, in collaboration with B.D.O. Balagarh and Chief Electoral Officer, West Bengal on 22nd September,2022 where students were familiarised with the functioning of EVM and VVPAT machines and students were made aware regarding their voting rights and duties. 'National Voter's Day' (25th January) is celebrated through active participation of the ELC. The college takes the initiative of submitting names of Teaching and non teaching staff for the assignment of polling duties in Panchayat, Lok Sabha and Vidhan Sabha elections. Many teaching and non teaching staff of the college acts as Presiding Officer and Polling Officers under the Office of Election Commissioner in these elections.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The college observes National Voter's Day to encourage young/new voters to take part in the electoral process and is keen on harnessing the potential of the ELC to spread voter awareness. The ELC along with NSS organised a camp with B.D.O. Balagarh on 24th April,2023 for new voters to sensitize them of the electoral process and the importance of vote. The ELC particularly addresses newly admitted students to take apart in these awareness programmes.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1811	1982	1571	1358	1380
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 53

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	49	49	49	11

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
57.22	47.03	23.50	63.50	58.47
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- The Balagarh Bijoy Krishna Mahavidyalaya follows the curricula determined by its affiliating University, The University of Burdwan for undergraduate courses offered.
- The Institution's Academic Calendar is designed on the basis of the Master calendar of the University, with due flexibility for its extra-curricular activities.
- The institution follows a well structured central and departmental Routines. Strict adherence ensures completion of syllabi in correspondence with the projection in the academic calendars and bears evidence to proper academic planning.
- Departments prepare Course Plan so as to provide maximum learner-friendly dissemination of UG Courses and these are further examples of meticulous documentation.
- The Courses – both Non CBCS (18-19) and CBCS - are divided into segments in correspondence with the graded Internal Assessment System. The internal examinations for Non-CBCS Courses including Class Tests, Mid-terms, and those under CBCS – Internal Assessment- Tests and Practicals, seminars, projects, assignments document academic progress. The records of the graded evaluation system help modify teaching plans so as to effectively and efficiently address any gap in learner-receptivity and prepare students better for terminal examinations/semesters.
- Records of evaluation are digitally prepared by Faculty Members designated for Result Preparation for separate Courses based on data provided by the teachers in charge of Honours/Core Courses and General/Generic Elective Courses. From 2017, with the introduction of CBCS Courses, the Institution has evolved a system of uploading marks of Internal Assessment in the database designed by the University, duly maintaining back copies at College level to complete the documentation process.
- During the period 2018-2023, both Non-CBCS and CBCS syllabus had been meticulously covered and this included the pandemic year when classes were regularly held online, even though Educational Institutions in our State remained closed for students as per the notification of the Higher Education Department, Govt. of West Bengal.
- Academic seminars are held regularly in offline and online mode to complement classroom teaching-learning
- ICT enabled classes are regularly taken by teachers using powerpoint or internet resources

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 11

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 6.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
62	54	103	33	286

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

- **The Institution does not have the mandate to design its own curriculum. However within its permitted range it integrates cross-cutting issues into the teaching of its curriculum.**
- **Professional Ethics is included and addressed in the UG syllabi of two disciplines. The paper in Sanskrit in UG courses provides Ethical and Moral Values in SEC-I. Philosophy too, includes extensive study of ethics, normative and meta ethics which is the basis of understanding of Professional Ethics in Sec-4. UG Skill Enhancement Course in Education also offers Value Education.**
- **Gender issues are included and addressed in the UG syllabi in various disciplines.**
 1. **The comprehensive Course sheds light on the various dimensions of power and patriarchy, which get silently reproduced in our every-day lives. It brings into attention the challenges faced by women belonging to different socio-economic strata cutting across geographical borders.**
 2. **Besides regular classes that follow the syllabus of the University of Burdwan, special lectures are also arranged in order to provide the students with a clearer perception of the subject.**
 3. **The UG syllabi of the Language and Literature departments and the Social Sciences departments, offer special papers on Gender comprising Feminist Perspectives, Feminist Texts, Gender and Politics, Sociology of Gender and Sexuality, Gender Sensitization, and Feminist Philosophy,**
- **Human values and value of Human Rights are addressed and included in the UG Course of Philosophy -SEC-2, History- GE-I, Political Science- SEC-4, Economics (Gen) CC-ID. The Ethics of Care, Value Beyond Sentient Beings, Reverence for Life also gets priority. The institution, often, conducts a Value Education Programme**
- **Environment and Sustainability is addressed in CC, SEC and GE Courses of some disciplines,, like, History-DSE-I Geography-CC-10, CC-14, Chemistry DSE-3 (Theory and Practical), Economics DSE-II, Bengali-AECC-1, CC-8, CC-11, CC-12, and Political Science**

SEC-II that include the study of Man and Environment - Respect for Nature, Deep Ecology, Ecofeminism etc. In Semester I and II Environmental Studies, including a project, is a compulsory paper for all students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 34.95

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

Response: 633

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 48.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
747	1114	855	808	682

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1785	1785	1785	1643	1643

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 50.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
426	433	423	418	378

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

2022-23	2021-22	2020-21	2019-20	2018-19
853	853	853	786	786

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 39.37

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At Balagarh Bijoy Krishna Mahavidyalaya, our approach to education revolves around Student-Centric Learning, which employs diverse teaching methods to cater to the distinct needs and capabilities of each student. This encompasses hands-on experiences, interactive learning, project-based activities, both individual and group tasks, and the integration of technology to support and enrich the learning process. These methods aim to cultivate critical thinking skills and a genuine passion for learning among students, contributing to the establishment of a nurturing and inclusive atmosphere that promotes student success. Student-Centric Learning is essentially about tailoring the learning experience to fit the unique requirements of each student. In this student-focused setting, the role of the teacher shifts to that of a facilitator, guiding students through the learning journey and aiding in the development of critical thinking skills, rather than merely delivering information.

Experiential Learning: 1. Field Visit & Educational Tour: Field visit is a part of B.A. Geography Honours Curriculum. Accordingly Field visits are organised by the Department every year. Educational tours and excursion have been organised by Department of History and Bengali. 2. Youth Parliament: Youth Parliament is organised by the Electoral Literacy Club and Dept. of Political science every year to educate and inform students about the functioning of the Parliament and Assembly. 3. Lab Work: Laboratory Practical classes are an essential part of Chemistry, Physics, Mathematics and Geography curriculum 4. Participation in competition (Sports, Intra College & Inter College): Students of the college participate in Cultural and Sports competitions within and outside the college. 5. Industrial Visit: the college encourages the Departments of Commerce and Chemistry to organise Student visits

Participative Learning: 1. Wall Magazine: All Departments prepare a theme based wall magazine every year on a topic based on the curriculum or relevant to current issues 2. Webinar / Seminar: The College encourages all the departments to organise seminars, webinars or workshops in the College for the benefit of students. In the past five years more than ninety such programmes have been organized. 3. Peer Learning (Advance Learner Seminar): Every year the IQAC organizes an Advanced learners seminar involving all the departments of the College, where students present papers on advanced topics in the curriculum. 4. Induction to self study course (SWAYAM, NPTEL): All departments have organized awareness programmes on SWAYAM, NPTEL and Internshala for students encouraging them to participate in the courses offered 5. Team Work : NSS, NCC, nature club organises various activities that include village adoption, tree plantation & protection, campus cleaning, health awareness camps etc that develop the spirit of teamwork among students 6. Creative writing: The college has a Literary Club named Jagaran Literary Club that organises programmes that encourages students to encourage creative writing

Problem Based Learning: 1. Quiz: Quiz programmes are organized by the Electoral literacy Club, NSS and some departments to encourage Problem based learning 2. Project Work: Project work is a part of CBCS curriculum and all students are required to do project work in Environmental studies.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1**Percentage of full-time teachers against sanctioned posts during the last five years****Response:** 94.44**2.4.1.1 Number of sanctioned posts year wise during the last five years**

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

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)**2.4.2*****Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*****Response:** 48.04**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

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

File Description**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution has established a robust assessment framework that ensures both internal and external evaluations are conducted transparently, with a focus on promptly addressing grievances. Grievances receive top priority and are resolved within set timelines, showcasing the institution's commitment to fairness and efficiency. Adherence to the guidelines set forth by the affiliated university is strictly maintained during internal assessments and end-semester examinations, emphasizing accountability and quality assurance. The assessment structure primarily comprises two components: the Comprehensive External Examination (CEE) and Continuous Internal Assessment (CIA). CEE oversight rests with the affiliated university, with the institution responsible for implementing directives. All aspects of CEE, including question paper preparation, exam supervision, evaluation, and result declaration, are handled by the university. Clear communication channels ensure students are well-informed about CEE procedures and timelines. The assessment ratio stood at 75:25 for CEE and CIA, respectively, indicating a balanced approach to evaluation. CIA operations fall under the jurisdiction of departmental head, overseen by the Internal Examinations Committee. Components for CIA are provided by the affiliated university, ensuring alignment with academic standards. From question paper formulation to exam administration and grading, all CIA processes adhere strictly to the directives of the said committee, promoting consistency and adherence to established protocols. This meticulous approach underscores the institution's dedication to maintaining high standards in assessment practices. Continuous Internal Assessment (CIA) within the institution is structured to encompass various components, with 75% allocated to internal assessments, model exams, assignments, and projects, while the remaining 25% is based on attendance. The 75% weighting on internal assessments based on model exams, assignments, and projects underscores the institution's emphasis on evaluating students' understanding and application of course material over time. This approach allows for a comprehensive evaluation of students' knowledge, skills, and critical thinking abilities. Attendance, comprising 25% of the CIA, reflects the institution's recognition of the importance of consistent participation in learning activities. Regular attendance is vital for students to fully engage with course materials, discussions, and collaborative activities, enhancing their overall learning experience. By incorporating attendance as a component of CIA, the institution promotes accountability and responsibility among students, emphasizing the value of active participation in the educational process. Overall, this balanced approach to CIA ensures that students are assessed comprehensively, taking into account both their academic performance and their level of engagement and commitment to learning. By weighting internal assessments and attendance appropriately, the institution promotes a holistic approach to evaluation that aligns with its educational objectives and values.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

In strict adherence to the principles of Outcome Based Education (OBE), our institution diligently outlines and communicates the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for all programs offered. This comprehensive framework is established collaboratively by departmental faculties and stakeholders, ensuring alignment with educational objectives and industry requirements. Program Outcomes (POs) encapsulate the overarching professional achievements targeted by each program. They encompass a broad spectrum of knowledge, skills, and personality traits that students are expected to acquire upon program completion. These outcomes serve as guiding principles for curriculum development and assessment practices, fostering a holistic educational experience. Program Specific Outcomes (PSOs) delineate the specific skill sets and accomplishments expected from students at a micro level, tailored to the requirements of each program. Typically, two to four PSOs are formulated by program coordinators in consultation with course coordinators and subject experts. These outcomes undergo thorough scrutiny and approval processes to ensure their relevance and effectiveness in meeting industry demands.

Course Outcomes (COs) represent the essential disciplinary knowledge and abilities students should possess upon completing each course. These outcomes are direct and explicit statements that articulate the depth of learning expected from students. Course coordinators, in collaboration with faculty members, meticulously craft COs, which are then verified by module coordinators and discussed in departmental meetings for approval. This meticulous process ensures that COs are clearly defined and communicated, guiding both teaching and assessment practices within each course. To disseminate these outcomes effectively, various communication channels are utilized, including the institution's website, curriculum, classrooms, notice boards, laboratories, and student induction programs. Additionally, interactions with employers, parents, alumni, faculty meetings, and professional body meetings serve as platforms for raising awareness and emphasizing the significance of POs, PSOs, and COs.

The institution's website serves as a central repository for publishing POs/PSOs and COs, accessible to students, faculty, and stakeholders. The Departmental site within the college's website hosts electronic versions of these outcomes, ensuring widespread availability and transparency. Through continuous engagement and conscious promotion, awareness of POs, PSOs, and COs is instilled in students, fostering a shared understanding of educational objectives and facilitating their attainment.

The NEP CCFUP syllabus of the University of Burdwan includes Course outcpms and Programme outcomes for all subjects.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution has set clear learning goals for every academic program, along with its vision and purpose. Program Outcomes (POs) and Program Specific Outcomes (PSOs) play a crucial role in maintaining the quality of each graduating program. When designing the curriculum by our affiliating University for each department, all POs were taken into account, ensuring that PSOs are aligned with the curriculum. Course Outcomes (COs) are short statements that use specific, measurable language to describe what students will learn during the program. POs and PSOs are used to map these COs, ensuring that they are in line with the program's objectives. At the beginning of each semester, the course lead checks how well the COs match the POs/PSOs. Throughout the semester, the course is regularly reviewed using various assessment methods to see if students are achieving the COs.

Assignments and internal exams, carry the primary weightage in evaluating the attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs) within the institution's educational framework. These methods directly measure students' performance, understanding, and application of the learning objectives outlined in the curriculum. Assignments entail tasks and projects designed to assess students' comprehension, critical thinking, problem-solving abilities, and application of theoretical knowledge to practical scenarios. Internal exams, conducted within the classroom or institutional setting, evaluate students' mastery of specific subject matter, providing a structured assessment of their knowledge and skills. Student feedback, carry some weightage in the evaluation process. While valuable for gathering insights into students' perceptions of their learning experiences, teaching effectiveness, and overall satisfaction with the program, indirect assessment methods do not directly measure students' performance against the established learning outcomes. Feedback from students, collected, offers qualitative data on various aspects of the educational experience but may not provide concrete evidence of learning outcomes attainment.

The data generated from the evaluation of Program Outcomes (POs) and Program Specific Outcomes (PSOs) through direct and indirect assessment methods is continuously monitored and discussed in relevant departmental meetings. These meetings serve as platforms for faculty members and departmental heads to review the assessment results, analyse trends, and identify areas for improvement. During these discussions, faculty members examine the outcomes of assignments, internal exams, and student feedback to assess students' performance and the effectiveness of teaching strategies. They also evaluate the alignment between course objectives and student achievements, ensuring that the curriculum adequately prepares students to meet the desired learning outcomes. The findings from these meetings are discussed in the Teachers Council, a body comprising faculty representatives, for further review and action. The Teachers Council deliberates on the recommendations derived from the assessments and collaboratively decides on strategies to enhance teaching methodologies, curriculum content, or student support services.

By continuously monitoring and discussing in departmental meetings and consulting with Teachers Council, the institution ensures that the evaluation process remains dynamic and responsive to the evolving needs of students and stakeholders. This collaborative approach fosters a culture of continuous

improvement, where faculty members are empowered to make informed decisions that positively impact student learning outcomes and overall educational quality.

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 77.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	408	315	256	95

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

2022-23	2021-22	2020-21	2019-20	2018-19
449	431	339	276	212

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.34

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has strategically cultivated an ecosystem to foster innovation and promote the Indian Knowledge System (IKS) while embracing various aspects of Indian culture and heritage. Through a series of initiatives and activities, the institution has demonstrated a commitment to preserving and promoting indigenous knowledge, fostering a deeper understanding of Indian languages and traditions, and nurturing a sense of cultural identity among its students and faculty. One such initiative is the observance of “Bharatiya Bhasa Dibas”, and a seminar dedicated to celebrating the linguistic diversity of India. This event serves as a platform for promoting the learning of various Indian languages and dialects, highlighting their cultural significance and linguistic heritage. By organizing seminars, workshops, and language learning sessions, the institution aims to foster appreciation for India's linguistic diversity and encourage multilingualism among its stakeholders. Furthermore, the institution actively promotes the practice of Yoga through Yoga and meditation camps, recognizing the holistic benefits of this ancient Indian discipline. These camps provide students and faculty with opportunities to engage in Yoga and meditation practices, promoting physical, mental, and spiritual well-being. Additionally, the institution offers a certificate course on Yoga affiliated with the University of Burdwan,

providing participants with comprehensive

training in Yoga theory and practice. In line with its commitment to celebrating Indian culture and heritage, the institution observes the birthdays of Indian poets, paying tribute to their literary contributions and cultural legacy. Through poetry recitations, literary discussions, and cultural events, the institution seeks to honor the rich literary tradition of India and inspire a love for literature among its students. Moreover, the institution places a strong emphasis on the preservation and archival techniques of old manuscripts, recognizing them as valuable repositories of knowledge and historical insights. Students are encouraged to engage with primary sources and historical documents, fostering a deeper appreciation for India's cultural heritage and scholarly traditions. Additionally, the college incorporates teachings on Indian value systems into its curriculum across various departments. Through interdisciplinary approaches, the Sanskrit, Bengali, History, and English departments offer classes and seminars that explore the philosophical, ethical, and cultural dimensions of Indian society. By integrating Indian value systems into academic discourse, the institution aims to instill a sense of moral and ethical responsibility among its students and cultivate a deeper understanding of Indian cultural values. In conjunction with these initiatives, the institution has also established an Intellectual Property Rights (IPR) cell to promote awareness about IPR and facilitate the protection of intellectual property assets. Through educational programs, workshops, and consultations, the IPR cell provides guidance and support to students and faculty on patent filing, copyright protection, and other aspects of IPR management.

Overall, the outcomes of these initiatives are evident in the institution's vibrant academic community, where a deep appreciation for Indian culture, heritage, and knowledge systems is nurtured. Through its multifaceted approach to promoting innovation, preserving cultural heritage, and fostering intellectual growth, the institution continues to make significant contributions to the advancement of knowledge and the enrichment of Indian society.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 94

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	26	42	09	06

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.19

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

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

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	01	03	02	04

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response:

Over the span of five years (2019-2023), a series of community extension activities were conducted within the neighborhood, aimed at addressing various social, health, and environmental concerns while fostering community development and empowerment. These initiatives, organized by dedicated volunteers and organizations, have left a significant impact on the local community.

Addressing Healthcare Needs: One of the primary focuses of the extension activities was addressing healthcare needs within the community. Initiatives such as the establishment of free homeopathic clinics, distribution of essential items to handicapped students, distribution of sanitary napkins, and medical camps have provided vital healthcare services to underserved populations. These efforts have not only improved access to healthcare but also raised awareness about preventive measures and disease management, contributing to the overall well-being of the community.

Promoting Social Inclusion and Empowerment: Efforts to promote social inclusion and empowerment have been integral to the extension activities. Activities such as the distribution of relief materials to pandemic-affected families, provision of temporary accommodation during natural disasters, and support for underprivileged children of migrant workers have helped alleviate hardships and empower marginalized groups. Additionally, initiatives on National Integration Day and National Girl Child Day have promoted inclusivity, gender equality, and solidarity among diverse community members.

Environmental Conservation and Resilience: Environmental conservation and resilience-building have been key themes in the extension activities. Planting of trees in Amphan-affected areas, sanitation programs, and awareness camps on conservation issues have highlighted the importance of environmental stewardship and community resilience in the face of natural disasters and environmental challenges. These initiatives not only contribute to environmental sustainability but also enhance community cohesion and preparedness.

Education and Skill Development: Education and skill development have been prioritized through various extension activities. Initiatives such as drawing competitions for students of poor families, teaching children of migrant laborers, and educational support programs have provided opportunities for learning and personal development, particularly among disadvantaged youth. By investing in education and skill-building, these activities pave the way for a brighter future and socioeconomic empowerment for individuals and communities.

Promoting Public Health and Awareness: Promoting public health and raising awareness about health-related issues have been central to the extension activities. Awareness programs on vectorborne diseases, cancer, and menstrual hygiene, as well as health camps and blood donation drives, have played a crucial

role in preventive healthcare and health promotion. By educating the community and providing access to healthcare services, these initiatives contribute to disease prevention and overall health improvement. Conclusion: In conclusion, the community extension activities conducted over the past three years have made a significant impact on the neighbourhood community. Through a holistic approach encompassing healthcare, social inclusion, environmental conservation, education, and public health, these initiatives have addressed multifaceted challenges and fostered community development and empowerment. Moving forward, continued collaboration and commitment to community service will be essential in sustaining and expanding the positive outcomes of these extension activities.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Balagarh Bijoy Krishna Mahavidyalaya often engages in extension activities to address societal needs and contribute to community welfare. Recognitions and awards from government or government-recognized bodies serve as validation and encouragement for these efforts. Below is a summary of awards and recognitions received by the college for its extension activities. The Kanyashree scheme, a government initiative in West Bengal aimed at empowering adolescent girls, has received certification for their contributions to Kerala flood relief efforts. This certificate recognizes the institution's role in providing relief and support to flood-affected communities in Kerala, with a particular focus on addressing the needs of women and girls during humanitarian crises. The College has received certificates from the National Service Scheme (NSS) for their commendable contributions to Kerala flood relief efforts. NSS, under the Ministry of Youth Affairs and Sports, Government of India, recognizes institutions that actively participate in relief operations, including providing food, shelter, and medical assistance to affected populations. Certificates from Block Development Office (BDOs) have been awarded to the College for initiatives in teaching children of migrant laborers. The BDOs, representing local government administration at the block level, have acknowledged the institution's efforts to provide educational support and opportunities to children from marginalized migrant laborer families, thus promoting inclusive education.

The College has been recognized for their significant contributions to blood donation drives, receiving certificates from government or government-recognized blood banks or health authorities. These certificates acknowledge the institution's role in organizing and facilitating blood donation camps, raising awareness about the importance of voluntary blood donation, and contributing to saving lives through blood donation.

The awards and recognitions received by the College for its extension activities from government or government-recognized bodies highlight the impactful and commendable initiatives undertaken to address various societal needs and contribute to community welfare. These certificates serve as a

testament to the institution's commitment to social responsibility and motivate further engagement in extension activities and community service. Moving forward, it is crucial for institutions to continue their efforts in making meaningful contributions to society and fostering positive change in collaboration with governmental and non-governmental stakeholders.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	01	02	03

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

3.5 Collaboration

3.5.1

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

Response: 17

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Balagarh Bijoy Krishna Mahavidyalaya provides the following facilities in terms of academic, extracurricular, and administrative aspects as the adequacy of facilities within an academic institution plays a crucial role in shaping the overall learning experience and facilitating the holistic development of students. Academic Facilities: With 20 classrooms available, the institution appears to have adequate space for conducting regular academic sessions. Additionally, having a seminar hall provides a dedicated space for hosting conferences, seminars, and other academic events, contributing to knowledge dissemination and scholarly exchange. The presence of five laboratories, including those for Chemistry, Physics, Geography, and Mathematics, indicates a practical approach to education, enabling students to engage in hands-on experiments. There are two laboratories provided for the Chemistry department, one for physical and the other for inorganic and organic. A central library serves as the intellectual hub of any academic institution, offering access to a wide range of books, journals, and digital resources. The library collection is regularly enhanced to reflect the evolving needs of students and faculty across various disciplines. At present there are about 16900 books available in the library. Besides, the library portal provides access to online resources and knowledge databases through N-List, eshodhsindhu, e-PG pathshala and OPAC. There is a browsing centre for students to access online resources comprising 4 computers attached to the central library.

There are two computer centers in the College which reflects the institution's acknowledgment of the importance of technology in modern education. One Computer centre is used for taking Computer lab based classes, virtual classes, and add-on courses and capacity building computer courses, and the other is used and managed by WEBEL ltd. to run two computer courses for the students of the College. Teaching-Learning Facilities: The incorporation of Seven ICT-equipped rooms and a smart board-equipped room demonstrates a commitment to leveraging technology for enhanced teaching and learning experiences. Such facilities facilitate multimedia presentations, interactive learning sessions, and digital collaborations, fostering a dynamic and engaging educational environment. Extracurricular Facilities: The availability of an open ground for sports and games promotes physical fitness, sportsmanship, and teamwork among students. The College encourages participation in sports and recreational activities which contributes to a wellrounded education, nurturing not only academic excellence but also physical and mental well-being. An open stage for cultural activities provides a platform for artistic expression, creativity, and cultural exchange within the campus community. Such spaces facilitate the organization of events, performances, and cultural festivals, fostering a vibrant campus culture and promoting diversity and inclusivity. Administrative Infrastructure: In the main building, departments such as

Bengali, Economics, Education, English, History, Philosophy, Physical Education, Political Science, and Sanskrit are housed, showcasing a diverse array of humanities and social sciences subjects. The administrative facility including the Principal's office is located in the main building. The Sir Ashutosh Mukherjee Building accommodates departments crucial to the sciences, including Geography, Chemistry, Physics, and Mathematics. Despite the relatively modest total campus area of 15029 square meters, the allocation of space for academic buildings, administrative purposes, and open areas provided a balanced approach to the college campus.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 13.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.51	4.92	0.59	5.22	9.66

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library at Balagarh Bijoy Krishna Mahavidyalaya stands as an evidence to dissemination of knowledge along with modernization and effective resource management. Through full automation powered by Koha software version 23.05.03, the library has streamlined its operations, enhancing efficiency and accessibility for both students and faculty. The implementation of automated systems for issuing and returning books ensures smooth transactions while providing transparent and readily available data on the library's holdings. With a collection exceeding 16,900 books covering a diverse range of subjects, the college library stands as a valuable repository of knowledge and learning resources. With the introduction of NEP 2020 CCFUP the library shall be further enhanced in keeping with the requirements of the new curriculum. This substantial collection reflects a commitment to supporting the academic pursuits of students and faculty across various disciplines, enriching the teaching, learning, and research experiences within the institution. Furthermore, the college's subscription to the NList INFLIBNET portal demonstrates a proactive approach to expanding access to digital resources. By providing access to a wide range of e-journals and e-books, the institution empowers its academic community to engage with contemporary research and scholarship, transcending the limitations of physical collections and geographical boundaries. In addition to the NList subscription, the college has registered for e-ShodhSindhu, further augmenting its online library resources and database access. This strategic investment in online library databases and e-resources underscores the institution's commitment to staying abreast of the latest developments in academia and facilitating research excellence among its constituents.

Through the Online Public Access Catalog (OPAC), students and teachers gain convenient access to national and international knowledge databases, fostering a culture of inquiry, exploration, and intellectual engagement. The availability of such comprehensive online resources not only supports academic coursework but also empowers individuals to pursue independent research initiatives and stay informed about emerging trends and developments in their respective fields. There is a browsing centre for students to access online resources comprising 4 computers attached to the central library. By embracing digital technologies and leveraging online platforms, the college library transcends physical limitations, ensuring that learning resources remain accessible to all, regardless of time or location. This commitment to inclusivity and accessibility aligns with the ethos of higher education, which seeks to democratize knowledge and empower individuals to realize their full intellectual potential. The library is optimally used by teachers and students to borrow books. An adequately spaced reading room is attached to the library. Some departments have incorporated library classes in their class schedule to inculcate the habit of reading among the students and also to make them acquainted with the collection of books available in the specific subject. A Collection of university examination question papers is also available in the library and it is frequently referred to by teachers and students. In conclusion, the library at Balagarh Bijoy Krishna Mahavidyalaya serves as a cornerstone of academic excellence, offering a rich tapestry of resources to support teaching, learning, and research endeavors. Through its robust automation infrastructure, extensive print collection, and access to online databases and e-resources, the library stands as a beacon of knowledge dissemination and intellectual inquiry within the institution and beyond.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Balagarh Bijoy Krishna Mahavidyalaya prioritizes the provision of up-to-date IT facilities, including Wi-Fi access, to support the academic and research needs of its students and faculty. The college offers internet connectivity with a bandwidth of 500 Mbps, facilitated by two service providers: Alliance Broadband and GTPL Broadband, each contributing 250 Mbps bandwidth. The College also subscribes to Google Workspace from January 2021 till date to facilitate Online classes, organising webinars and arranging meetings. It also offers facilities for recording of Webinars and tracking of Attendance of the sessions. During the pandemic period the College organised online classes for students maintaining the regular College routine. Besides most of online classes were recorded so that students can view the recordings at a later time according to their convenience. Besides more than 50 webinars were organised during the pandemic period. The Google workspace account uses the business email account admin@bbkm.org and consists of 5TB which is used to store recordings and other student related documents. The institution recognizes the significance of internet connectivity in modern education and research. By providing a substantial bandwidth of 500 Mbps, the college ensures that students and faculty have access to fast and reliable internet connectivity, enabling them to explore a wide range of online materials and participate in virtual learning environments effectively.

There are 7 projectors provided for the 7 ICT based classrooms along with desktops or laptops to facilitate powerpoint presentations, showing e-resources, documentaries or films. The college library plays a crucial role in facilitating access to online educational resources. 4 Computers are made available to students within the library premises, allowing them to access digital libraries, e-journals, e-books, and other online resources essential for their academic pursuits. All departments are provided with at least one computer for students and teachers either in the Teachers room or in the departmental classroom to facilitate research, availing e-resources for teaching learning and administrative work. Furthermore, internet connectivity through Local Area Network (LAN) ensures that all computers accessed by teachers are seamlessly connected, enabling them to integrate online resources into their teaching methodologies and research activities.

The institution is committed to enhancing Wi-Fi facilities to ensure comprehensive coverage across the college premises. Regular updates and maintenance are carried out to optimize Wi-Fi networks, enabling students to access the internet from every part of the college building. Additionally, the college

periodically invests in the procurement of new computers to supplement existing IT infrastructure. This investment is made when funds are available, reflecting the institution's commitment to keeping pace with technological advancements and ensuring that students have access to modern computing facilities. By incorporating new computers into its IT ecosystem, the college enhances the learning experience, supports research endeavors, and prepares students for the demands of the digital age. In summary, Balagarh Bijoy Krishna Mahavidyalaya recognizes the importance of IT facilities, including internet connectivity and Wi-Fi access, in facilitating teaching, learning, and research activities. By providing a substantial bandwidth of 500 Mbps through two service providers, offering computers with internet access in the library, and continuously updating Wi-Fi facilities, the college demonstrates its commitment to leveraging technology to enhance the educational experience for its students and faculty.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 56.59

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

Response: 32

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.38	3.26	0.39	0.86	1.14

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 70.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1603	1121	864	1177	939

File Description

Document

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: D. 1 of the above

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

5.1.3

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

Response: 9.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
366	309	85	43	0

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 9.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	42	33	12	04

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	408	315	256	95

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

5.2.2

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

Response: 5.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	33	6	5	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	8	1

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

5.3.2

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

Response: 34.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	37	11	42	34

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

5.4 Alumni Engagement**5.4.1**

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

Response:

Balagarh Bijoy Krishna Mahavidyalaya boasts an active Alumni Association, registered under the West Bengal Societies Registration Act, 1961. This report delves into the significant contributions made by this association to the institution's development.

Active Engagement: The Alumni Association demonstrates commendable dedication through regular meetings and annual reunions, ensuring consistent engagement with former students. This sustained interaction fosters a sense of belonging and continuity, crucial for institutional growth. **Feedback Mechanism:** A hallmark of the Alumni Association's involvement is its provision of valuable feedback and suggestions for the institution's enhancement. This input serves as a vital resource for continuous improvement, aligning with the institutional goal of fostering excellence in education and administration. **Cultural Integration:** Participation in cultural programs not only enriches the college's cultural landscape but also strengthens ties between current students, alumni, and faculty. Such events serve as platforms for fostering a vibrant community spirit and celebrating the institution's heritage. **Financial and Infrastructural Support:** The Alumni Association's contributions extend beyond mere participation; they have actively invested in the institution's development, both financially and otherwise. Their support towards infrastructural development underscores their commitment to the college's long-term sustainability and growth.

Alumni Engagement: Efforts to reach out to former students and encourage their involvement in the Alumni Association not only expand the association's reach but also tap into the wealth of experience and expertise possessed by alumni. This engagement fosters a sense of continuity and allows for the sharing of knowledge and resources. **Contribution to Medicinal Plants Garden:** A notable initiative of the Alumni Association is its contribution to the college's Medicinal Plants Garden. This endeavor not only promotes environmental awareness but also aligns with the institution's commitment to holistic education and sustainable practices. **Yoga Camps Organization:** The organization of Yoga Camps by the Alumni Association demonstrates a holistic approach to student well-being. By promoting physical and mental wellness, these camps contribute to the overall development of students and reinforce the institution's commitment to holistic education. **Conclusion:** In conclusion, the Alumni Association of Balagarh Bijoy Krishna Mahavidyalaya stands as a shining example of alumni engagement and support. Through its active involvement, financial contributions, and diverse initiatives, the association significantly contributes to the institution's development. Its efforts not only enhance the college's infrastructure and cultural vibrancy but also foster a strong sense of community and continuity among students, faculty, and alumni.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

- The College is situated in a socially and educationally backward region and therefore all its activities are concentrated on providing holistic quality education at very low cost, so that maximum number of students can avail the benefit of higher education. The Governing Body of the institution, the teachers Council and all the administrative committees always endeavour to keep the interest of the students foremost in all its decisions and undertakings, especially the financially underprivileged students and SCs, STs and OBCs. The principal supervises the administrative, academic as well as other organs of the institution such as various sub-committees, the NCC and NSS. The Teachers' Council and Academic Council coordinate the academic activities of the different academic departments of the College. A student support Committee monitors the welfare of students. A nodal officer is appointed to look after the grant of Central and State scholarships to eligible students. The college is consistently trying to resort to e-governance in all sphere of activities to maintain easily accessible documentation and transparency
- The basic administrative policies are formulated at the top management level, i.e., by the Governing Body (G.B.) of the college, keeping the stakeholders' requirements and the mission of the Institution in the forefront. The college promotes a culture of participative management and that is extended from the highest level of the G.B. up to the levels of the parents and alumni. In fact, a pro-democracy participatory approach of administration and management is developed in the College. The very formation of the G.B. highlights the norm of participatory administration. It consists of the representatives of Full-Time Faculty Members, Staff Members, Students, Nominees of the Government and the University. There are various committees in the College to carry on its academic decision making responsibilities, student support functions and administrative functions. The administrative decision making is undertaken by committees like the Admission Committee, Finance Committee, Purchase Committee, etc. Academic decisions are taken by the Teachers' Council, the Examination committee and Routine committee etc. Student support activities are carried out by Gender equality and Anti- harassment Cell, the Students' Welfare Committee, the Career Counseling cell, Anti ragging Cell, Grievance Redressal cell and Cultural committee. Besides there are staff support functions which are carried out by committees like Leave/Pension and Service book committee, Teachers' Promotion and Fixation committee. The Principal, members of the Governing body, the Teachers and the Non-teaching Staff are members of these committees.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan is effectively deployed, evidenced by the efficient functioning of institutional bodies and the implementation of various policies, administrative procedures, and guidelines. These policies encompass a broad spectrum to ensure the smooth operation and wellbeing of the institution and its stakeholders. The institutional perspective plan or Institutional Development Plan (IDP) is framed in consultation with the departments and various committees of the College. The departments and committees bear the responsibility of carrying out the plan according to the guidance of the principal and College authority. The financial allocation for activities, if any, is decided by the finance committee. The governing body of the college, the Principal and the IQAC monitor over such activities

Key Strategic Plan: Short-Term Objectives: 1.Student-Centric Approach: Prioritize student needs and experiences in decision-making processes. 2.Enhancing Student Skills: Develop programs to enhance students' academic, professional, and personal skills. 3.Increasing Library Usage: Encourage greater utilization of library resources and services by students and faculty. 4.Boosting Footfall: Attract more students and faculty to utilize campus facilities, including the library. Long-Term Objectives: 1.Infrastructure Development for Research: Invest in state-of-the-art research facilities to facilitate cutting-edge research. 2.Modernization of Computer Labs: Upgrade computer labs with the latest technology and software applications.

3.Upgradation of Library: Enhance the quality and accessibility of library resources and services. 4.Bringing Industry Experts for Practical Exposure: Provide students with practical exposure to real-world challenges. 5.Adopting Digital Learning & E-Learning: Embrace digital learning technologies to enrich the teaching and learning experience. 6.Collaboration with Reputed Global Institutes: Foster partnerships with global institutions to exchange knowledge and best practices.

By pursuing these objectives, the institution aims to strengthen research infrastructure, modernize facilities, and enhance collaboration with industry and academia, contributing to academic excellence and innovation. The appointment of full-time teachers is made by the College on recommendation of the West Bengal College Service Commission. State Aided College Teachers are appointed directly by the College with approval from the Government of West Bengal. Non-Teaching Staff appointments are made by the Governing Body on a permanent or temporary basis.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Annually, faculty members within the institution undertake the task of submitting two vital documents: the Departmental Profile and the Self Appraisal Report. These documents serve as integral components of the institution's evaluation and improvement processes, providing insights into both individual and collective performance. The Self Appraisal Report, a cornerstone of professional assessment,

encompasses various facets of a teacher's contributions and achievements. It meticulously documents essential metrics such as the number of classes conducted, participation in remedial classes and mentoring sessions, and scholarly endeavors including publications, conference presentations, and attendance at workshops or faculty development programs. For Assistant Professors in sanctioned positions, adherence to specific formats outlined in the Performance Based Appraisal System (PBAS) is crucial for Career Advancement, as mandated by the University Grants Commission (UGC) and ratified by the Government of West Bengal. The IQAC verifies and oversees Career Advancement of Teachers according to the regulations of UGC and the Govt. of West Bengal. Through the Self Appraisal Report, teachers engage in introspection, evaluating their educational practices, academic engagements, and professional growth. It provides a platform for teachers to highlight their strengths, identify areas for improvement, and align personal goals with institutional objectives, fostering a culture of continuous enhancement and excellence. Concurrently, the Departmental Profile offers a comprehensive overview of the department's activities and achievements. It encompasses critical data points such as student enrollment in Honours and General courses across three semesters, alongside the number of students successfully passing their final examinations. Moreover, the profile delineates the faculty composition, highlighting mentors and mentees engaged in nurturing a supportive academic environment. Additionally, it provides insights into various departmental initiatives, including mentoring sessions, remedial classes, and organized seminars, showcasing the department's commitment to academic enrichment and student success.

In tandem with these annual evaluations, regular Internal Academic Audits are conducted to assess both departmental and individual teacher performance. These audits serve as essential mechanisms for quality assurance and improvement, identifying areas of strength and opportunities for development. By fostering a culture of accountability and reflective practice, Internal Academic Audits contribute to the ongoing refinement of teaching and learning processes, ultimately enhancing the educational experience for students. Furthermore, the institution prioritizes the well-being and security of its permanent employees, including teachers and staff, by offering access to essential benefits such as the General Provident Fund and Pension upon superannuation. These benefits ensure financial stability and security for employees post-retirement, underscoring the institution's commitment to employee welfare and long-term sustainability. Additionally, the institution extends support to employees' healthcare needs by facilitating access to medical facilities and insurance coverage through government schemes such as the West Bengal Health Scheme and Swastha Sathi Scheme. These initiatives underscore the institution's holistic approach to employee care, recognizing that a healthy and supported workforce is fundamental to maintaining a thriving academic community. In conclusion, the submission of Departmental Profiles and Self Appraisal Reports, complemented by Internal Academic Audits and employee benefits, reflects the institution's dedication to fostering a culture of excellence, accountability, and well-being within its academic community. By systematically evaluating performance, providing support mechanisms, and prioritizing employee welfare, the institution endeavors to uphold its mission of delivering quality education and nurturing the growth and success of its students and staff alike.

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 1.96**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

File Description**Document**

Policy document on providing financial support to teachers

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.

[View Document](#)**6.3.3*****Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*****Response:** 5.66**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	8	2	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	12	14	14

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Efficient management of financial resources is paramount for any institution's sustainability and growth. At our institute, meticulous attention is given to this aspect, ensuring effective mobilization and optimal utilization of funds from various sources. Here's a comprehensive overview of our strategies: **Financial Management Structure:** The institute employs various types of accounts, including receipts and payment accounts, income and expenditure accounts, and balance sheets. Financial planning is conducted well in advance, with periodic reviews overseen by the Accounts Committee comprising key stakeholders such as the principal, Bursar, teachers representative, and account personnel. **Budget Allocation:** Budget preparation considers both earnings and expenditures, with allocations made for faculty and staff salaries, infrastructure development, faculty development, research, library, and canteen, among others.

Sources of Income: 1.Recurring Sources: Student fees constitute a significant portion of revenue, collected according to government norms. Interest earnings from short-term deposits made from collected fees contribute additional funds for college development. 2.Non-Recurring Sources: Government grants and sponsorships aid in acquiring modern equipment and organizing academic events.

Donations from alumni, philanthropists, and sponsorships from industries further supplement the budget. **Optimal Utilization:** The institution closely monitors earnings and expenditure, considering factors like staff salaries, infrastructure requirements, equipment, and other expenses. The Finance Committee convenes regularly to review income-expenditure statements and propose action plans. Pragmatic recommendations are provided by the governing body. **Expense Allocation:** Recurring expenses such as staff salaries and academic activities are funded from fee collections. Infrastructural development is supported by budget allocations, bank loans, and donations.

Financial Audits and Compliance: Regular financial audits, both internal and external, ensure transparency and accountability. The Audit is done by the firm "K.K. Chanani & Associates, Chartered Accountants" for the period 2018-19 to 2022-23. A fully computerized accounts department records all transactions, with strict adherence to financial rules, including a "no-cash" transaction policy for amounts exceeding Rs. 5,000. The Tally Software ERP 9 version is used by the College to prepare and maintain accounts. Fee payments are encouraged through online modes for convenience and efficiency through

Enterprise Resource Planning (ERP) software of the College which is linked to the website of the College. Continuous Monitoring and Improvement: Internal audits, conducted quarterly by qualified internal auditors, ensure adherence to financial procedures and identify areas for improvement. Necessary steps are taken during internal audits to rectify any irregularities and obtain confirmations for credit balances.

In conclusion, our institute's strategies for mobilization and optimal utilization of resources and funds are designed to ensure financial sustainability, support growth initiatives, and maintain transparency and compliance. Through careful planning, monitoring, and collaboration, we strive to achieve our institutional goals effectively.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Quality Assurance Policy of IQAC, Balagarh Bijoy krishna Mahavidyalaya aims to embed a culture of quality throughout the institution, utilizing self-assessment, external evaluations, and proactive initiatives to sustain elevated standards. The scope of the policy encompasses all academic and administrative departments, demonstrating a comprehensive approach to quality assurance. With the Principal as Chairperson and a Coordinator overseeing implementation, the IQAC integrates diverse perspectives from external stakeholders, administrators, alumni, and students, ensuring holistic engagement in quality enhancement endeavors. The Functions: Creating a student-centric environment with a focus on several thrust areas. Student mentoring and career guidance programs nurture individual growth. A robust grievance redressal mechanism and an anti-ragging cell ensure student safety and well-being. Workshops on student development foster holistic development. Financial aid and scholarships support students in need. The IQAC implements a comprehensive feedback mechanism to facilitate continuous improvement. Through student feedback, students provide insights into their learning experiences, enabling targeted enhancements. Similarly, teachers' feedback focuses effective curriculum aligns with learning goals, engages students, fosters critical thinking, and adapts to diverse needs for holistic education.

IQAC disseminates information about institutional quality enhancement. It facilitates data collection and analysis for initiatives like NIRF (National Institutional Ranking Framework) and AISHE (All India Survey on Higher Education), aiding institutions in benchmarking, improving, and showcasing their performance in the national education landscape. IQAC facilitates workshops and seminars, fostering

holistic development. These events enhance academic skills, promote research culture, and provide platforms for knowledge exchange.

IQAC documents major policy decisions to ensure transparency, accountability, and informed decision-making, leading to continuous improvement in institutional practices. IQAC promotes Institutional Database Management through ERP (Enterprise Resource Planning) systems. IQAC fosters a quality culture through in-house talks, promoting dialogue, sharing best practices, and encouraging continuous improvement initiatives. IQAC compiles the Annual Quality Assurance Report (AQR) to document its activities, achievements, and future plans. This report reflects on quality enhancement efforts, analyzes feedback, and outlines strategies for improvement. It serves as a comprehensive overview of the institution's quality assurance endeavours, aiding in accountability and continuous enhancement. Monitoring learning outcomes is integral to student development at Balagarh Bijoy Krishna Mahavidyalaya.

Self Appraisals and Departmental profiles Internal Academic Audit Every year all the teachers submit a Departmental Profile and a Self Appraisal Report. The self Appraisal report submitted by teachers consists of the data on the number of classes taken by the teacher concerned, no.of remedial classes and mentoring sessions held by the teacher. besides, the data on the no.of publications of the teacher, and the number of papers presented in various conferences and seminars and the no.of workshops or faculty development programmes attended. Besides, Assistant Professors in Sanctioned posts prepare self Appraisal reports as per PBAS formats for Career Advancement according to the Format of the UGC ratified by the Govt. of West Bengal. Collaborations and MoUs : Balagarh Bijoy Krishna Mahavidyalaya pioneers collaborative endeavors, engaging with over 20 academic institutions for teacher exchange programs. Additionally, partnerships with the local gram panchayat & local hospital. Ahmadpur BPHC showcases its commitment to community welfare, enhancing healthcare accessibility. These MoUs foster knowledge exchange, enriching education and healthcare landscapes, epitomizing holistic development efforts.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Balagarh Bijoy Krishna Mahavidyalaya firmly believes that each individual is a free human being with an independent will Irrespective of gender, caste and other discriminations that sadly arise from social construction. Gender differences should not be counted regarding distribution of resources, opportunities, responsibilities between men and women. Looking back to the gender discrimination which has been pervasive throughout history, with women often experiencing systematic disadvantages and inequalities compared to men, it is now time to resolve the issues faced by women and bring equality in every respect. To ensure fairness and equal opportunities for all individuals, regardless of gender, within an educational setting specifically, the College took initiative in promoting inclusivity, and empowering all the students to thrive academically and personally regardless of gender identity. The college has undertaken different initiatives by organising different awareness programmes and cells to fulfil the said purpose by the following ways: The college has a Women's common room along with attached Toilet and vending machine for sanitary napkins. The college has two disabled friendly toilets for girls. The College building has CCTV cameras installed for safety and security of girl students. There is an Internal Complaints Committee (ICC), Anti Ragging cell, a grievance redressal Cell and The college has constituted Women's Cell as on 07.03.2017 and was reconstituted as Gender Equality Cell on March 5, 2020 to ensure that both male and female students and staff enjoy the same rights and opportunities inside the campus and to help build an egalitarian society. Teachers as well as students, along with BDO of Balagarh have been appointed as members of this cell in order to instill awareness among students.

The Gender Equality Cell has organised Cancer Awareness Programme in the year 2018, in collaboration with NSS Unit 2 with informative speech about the ovarian cancer and problems regarding cyst along with awareness regarding menstrual problems faced by women. Women Cell undertook a hand-to-hand practical training for students of this college for preparing Pickle or Achar in 2019. A webinar on the occasion of International Women's Day was organised in 2021 and also as a programme in 2023 to highlight the accomplishments of women, raise awareness about gender disparities, and inspire collective action for a more inclusive society, sensitizing the girls' students in rural area where this college is situated.

The Cell also celebrated Health Awareness programme in 2022 in which the learners had a greater understanding on menstrual health and hygiene. The cell also organised a seminar on Equality for Transgender, where the students are advised to be open about the concept and scope for transgender community in our society. Speakers from Durbar Mohila Somonwoy Committee also took part in promoting awareness among the students about concept of transgender. Overall our college believes in capturing the spirit of and advocating for gender equity and challenging societal norms through the

powerful medium of cultural performances, awareness programmes and seminars on emphasizing women health issues.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

Balagarh Bijoy Krishna Mahavidyalaya believes that the strength of an institution lies in its ability to embrace and harness the power of diversity. If India is a multicultural, multilingual country that harbours unity among diversity, then an academic institution can surely be called a miniature country or society which embraces diversity in the form of providing curriculum based on different streams, providing opportunities to the learners, organising different programmes on different occasions for the learners to showcase their skills on different fields; thereby creating a perfect inclusive environment. It involves fostering a culture where all individuals feel valued, respected, and supported regardless of their background, identity, or abilities. Our college observes International Mother Language Day every year on 21st February to promote linguistic and cultural diversity and to highlight the importance of preserving and promoting mother languages among the learners, through showcasing different cultural performances, essay competitions, quizzes and many more. An equal opportunity cell is organised which ensures equity all the members, irrespective of their background, identity, or circumstances. A Seminar on "Santal and Adivasi Revolt in Freedom Struggle" on the occasion "Janajatiya Gaurav Divas" was organised on the outlook of promoting harmony among people irrespective of caste and creed.

The college also celebrated National Unity Day, also known as Rashtriya Ekta Diwas, to commemorate the birth anniversary of Sardar Vallabhbhai Patel, who played a pivotal role in the integration of India post-independence.

Community Harmony Day was observed in the college by NSS unit-2 to promote cultural diversity, inclusivity, and social cohesion within communities. Cultural programmes like Vasant Utsav are designed to portray the rich regional and cultural diversity of India. Vasanta Utsav or the Spring Festival brought learners together to rejoice in the beauty of nature and cultural expressions, promoting unity, joy, and camaraderie among participants. Rakhi Bandhan Utsav has also been organised in the college with the theme of harmoy and inclusiveness and camaraderie among learners and teachers by tying rakhies on the hands of each other. Under constitutional obligations: values, rights, duties and responsibilities of citizens, college has observed National Voters' Day Quiz Contest as an engaging and educational initiative which aimed at promoting awareness about the importance of voting and democratic

participation among citizens, especially youth. The college also has a Jagaran Literary Club which promotes literacy development and cultivates a love for reading, writing, and communication among its members.

The college has organised an Electoral Awareness Camp in collaboration with B.D.O. Balagarh and Chief Electoral Officer, West Bengal, to educate and empower learners about voting rights, electoral processes and the importance of democratic participation. Every year the college organises Youth Parliament in promoting democratic values, civic engagement, leadership development, and public speaking skills among students. The Constitution Day is observed on 26th November to commemorate the adoption of the Indian Constitution in order to make the students mindful about the glory of independence through the Constitution, to generate the students' knowledge of being an Indian citizen and the ideals followed by constitution makers in the Preamble of our constitution. Overall, through these observations our college is successful in creating an inclusive environment with ongoing effort and commitment from all members of the institution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practices

Title of the Practice: Preservation of Cultural and Historical heritage

Objectives of the practice: To enrich the historical awareness of the students of the College by building a museum to preserve cultural and historical heritage of the Balagarh Block, a place that has rich historical resources. And to mark the “Azadi ka Amrit mahotsav celebration” to mark the 50 years of Indian Independence and the drive taken by the Ministry of Culture, government of India.

Context: Azadi Ka Amrit Mahotsav is an initiative of the Government of India to celebrate and commemorate 75 years of independence and the glorious history of its people, culture and achievements. In order to celebrate this auspicious moment we had decided to build a museum highlighting the freedom fighters from this region and also the historical heritage of the region of Balagarh

Practice: The museum was implemented by the NSS with the volunteers collecting materials for the project. the concept and leadership was provided by the NSS Programme Officer. More than 50

volunteers were engaged for the collection of materials by visiting several houses, ancient temples and other buildings of historical interest. This collection was created with a number of sections. One section was devoted to freedom fighters of the region. Another section was devoted to great men from the area such as Asutosh Mukherjee, Shyama Prasad Mukherjee. several artifacts of the Founder of the College, Late Bijoy Krishna Modak, a noted freedom fighter has also been displayed . Besides, an important collection was created with historical manuscripts collected from the region. The students of History Honours visit the museum regularly and the museum has enriched their knowledge of local and regional history.

Evidence of success: The NSS volunteers participated in this effort with great enthusiasm. The museum was a great success and another version of the museum was created at the Balagarh Panchayat Samity with the help of our NSS unit.

Problems encountered and resource required: Lack of Funds and lack of adequate space were major constraints in further developing and enhancing the collection in the museum.

Best Practices

Title of the Practice: Going Beyond the Curriculum: Intellectual exchange

Objectives of practice:

This best practice has two components – Advanced Learners’ Seminar by students and In-House Talk by teachers. The goal of Advanced Learners’ Seminar is to encourage the students to study beyond the limits imposed by the syllabus and thus to develop their interest in a specific topic. The Academic Council of Balagarh Bijoy Krishna Mahavidyalaya organises a series of in-house talks by our esteemed faculty members, aims to foster a dynamic intellectual exchange within our college community through sharing their expertise, research insights, and experiences.

The context

One of the challenging issues is to bring the students of the various disciplines together in one platform so that they may come to know about the various ideas in different fields of study and engage in an exchange of ideas. Similarly, one of the challenges of in-house talks is to choose a variety of topics depending on the purpose and context of the said seminar.

The Practice:

The departmental teachers identify the Advanced learners among the students. They tell the interested students to prepare papers for presentation. Sometimes the paper is prepared by a group of students and one of the groups is asked to present it. The teacher may also suggest topics to the students and help them with the writing of the paper by suggesting reference materials and important developments. The best paper presented in the class seminar is then selected for presentation in the advanced Learners seminar.

As for the in-house talk, The Academy Council of the college chooses a department to organise an in house talk on a particular date. The faculty member of the department chooses a topic that aligns with the goals of the talk and the interests of the learners and the teachers. The selected topics include current challenges, emerging trends, and areas requiring improvement within the organization. The in-house talk

is conducted through presenting supporting materials and Power-point presentation. the presentation of the topic by the faculty of that department, is followed by question-answer session from both the students and the teachers.

Evidence of success

In both the Advanced-Learners' Seminar and the in-house talks the students do feel encouraged to study more and go beyond a syllabus-oriented learning and feel confident to present their ideas to an assembly of teachers and other students

Problems Encountered and Resources Required

Because the number of hours we can devote to such seminars are limited, all the interested students do not get a chance to speak in the advance learner seminar. One of the issues experienced while organising the advanced learners' seminar is that while we wish to make the seminars an interdisciplinary affair where students of various disciplines participate and listen to each other, often when the speakers of a particular subject is speaking, the students of the other subjects or departments tend to lose interest. Another challenges one can face is to make the learners interested in gaining knowledge beyond syllabus and curriculum.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Balagarh Bijoy Krishna Mahavidyalay firmly believes that institution is not defined by their size or resources alone but by their unique contributions and lasting impact on society. Distinctiveness encompasses the defining features that make an institution recognizable, valuable, and distinguished within its educational sector or community. Our vision is to bring the rural and educationally and socially backward youth of the region into the ambit of higher education and encourage them to aspire higher. It is our mission to prepare our students for the demands of the fast-changing job market. The College is situated in a rural and educationally backward area. Therefore, the major challenge in this College is to inculcate knowledge and aspiration in students who are mostly first-generation learners from weaker sections of society, both socially and economically.

To support the poor and meritorious students financial support is provided in the form of Aid fund. The College authority ensures that eligible students receive their due financial assistance from Scholarship schemes. The teachers and non-teaching staff assist students in making the students aware of such schemes, in filling out forms and so on. Our college also has the study centre under NSOU (Netaji Subhash Open University) with which the college has signed the MOU, so that the students from remote places may find the opportunity to pursue their PG level studies in Open Distance Mode. The college also successfully runs the Montessori course offered by NSOU for people of the area .

The Nature Club of this college has an active role to promoting environmental awareness, appreciation for nature, and conservation efforts, and also to make the college campus and its surroundings clean. By organizing different awareness programmes like Campus Cleanliness Programme, Plastic Free Campus and Cleanliness Programme Tree Plantation Programme and many more. The college also signed MOU with WWF to promote wildlife conservation and sustainable biodiversity utilization.

Engaging in cultural activities allows students to celebrate and appreciate this diversity, fostering mutual respect and understanding. Cultural participation provides students with opportunities to explore their own cultural identity and heritage. The cultural committee of this college aims to create a positive and enriching environment through different cultural programme, where cultural differences are celebrated and contribute to the overall success and well-being of the organization or community.

The Covid 19 pandemic affected the normal classroom teaching-learning practice because of the prolonged closure of the College as per orders of the Central and State Govt. The pandemic also resulted in a grave social, economic and medical crisis. However, in this circumstance, our College wanted to ensure that there is no disruption in their learning, and thus faced the challenge by adopting and implementing online learning through various modes. The College authority decided to conduct online classes keeping the normal routine of the College intact. So that there was no shortening of the routine or reduction of classes. This was ensured so that the students are engaged in a continuous learning and that there is ample time for completing the curriculum. To facilitate the conducting of online classes in a proper way, classes were held in initially in Zoom platform where the teachers provided individual meeting ids to students. Subsequently, for the even semester classes beginning in January 2021, the College authority decided to adopt a common elearning platform for all courses. Different online platforms helped us to preserve recordings of all classes taken so that students can view the classes later.

In view of the recent National Education Policy (NEP 2020) that has been implemented this year, Balagarh Bijoy Krishna Mahavidyalaya has organized a special awareness programme for school students. 11 schools within the district have been visited on different days. Students were informed about Academic Bank of Credits and its benefits for students. As per the design of the awareness programme , the professors of the college along with teachers of various schools have delivered lectures on the topics related to NEP2020

The College has consistently contributed to the community by organizing various activities through the NSS units. The College is situated in a rural area and educationally and socially backward area and therefore community service through NSS is an area which is distinctive to its vision. The NSS Units of the college always strive to accept this backward location as a challenge and undertake various activities and programmes. The NSS has been functioning in the college for a long time and the NSS units of the College have motivated generations of students. The NSS units of the College oversee that participation in the various activities develops the sense of social responsibility among the students and educates them about the needs of the community especially the economically and socially backward sections. Besides,

when the students engage in activities as a group, there is a strong sense of unity and collective responsibility. Besides, the NSS units also inspire the students to spread awareness of our cultural heritage and they participate in and organize cultural programmes. This year the major challenge was the covid 19 pandemic and many people of the area had lost their jobs and sources of livelihood due to the pandemic. This situation was also accepted as a challenge by the NSS units and the NSS Unit II did exemplary work by meeting and helping the people.

NSS Units of Balagarh Bijoy Krishna Mahavidyalaya has created a school for the children of migrant labourers “Biplabi Bhupati Majumder Pathsala” named after Bhupati Majumder, a Freedom fighter at Jirat and Guptipara. NSS volunteers visit these children and teach them rudimentary and basic knowledge of Languages, History, Geography, Mathematics. Besides Yoga is also taught to these Children. NSS volunteers also engage these children in cultural activities. The parents of these children are encouraged to send these children to a proper school. The NSS in collaboration with the Local administration (BDO) and Jirat Colony School has been able to send these children to Primary Schools. In the Academic Years 2021-22 and 2022-23 about 886 children of Migrant labourers working in 8 brick kilns of the surrounding villages have been admitted in 8 Primary schools situated near their location. The NSS has also organized several Outreach programmes in the adopted villages and surrounding villages.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

- We have used Class III digital signature in most of the documents as required by the SOP to save on paper.
- All documents have been uploaded in the college website: www.bbkm.ac.in under "NAAC" tab. A special website page has been created with all SSR documents: <https://bbkm.ac.in/pages/naac/misc>.

Our institution envisions an expansive future plan to enhance the learning environment and facilities for our students. To achieve this vision, we have outlined several key initiatives:

1. **Expansion of Classrooms:** As our student population continues to grow, we aim to increase the number of classrooms to accommodate the rising demand. Additional classrooms will ensure smaller class sizes, facilitating more personalized instruction and student engagement.
2. **Language Lab Development:** Recognizing the importance of linguistic proficiency in today's globalized world, we plan to establish a state-of-the-art language lab. This facility will provide students with immersive language learning experiences, fostering fluency and cultural understanding.
3. **Library Development:** The library is the heart of any academic institution, and we are committed to its continuous enhancement. Our plan includes expanding the library's collection, modernizing its facilities, and implementing digital resources to support research and learning initiatives.
4. **Expansion of Computer Facilities:** In alignment with the growing importance of technology in education, we will increase the number of computers and upgrade existing IT infrastructure. This expansion will provide students with enhanced access to digital resources and facilitate hands-on learning experiences in various disciplines.
5. **Construction of an Auditorium:** A dedicated auditorium will serve as a venue for various academic and cultural events, including seminars, conferences, and performances. This multipurpose space will enrich the academic experience and foster a sense of community among students, faculty, and guests.
6. **Gymnasium Construction:** Prioritizing holistic student development, we plan to construct a fully equipped gymnasium. This facility will promote physical fitness and well-being, offering students opportunities for exercise, recreation, and sports activities.

Through these strategic initiatives, we aim to create an environment that fosters academic excellence, personal growth, and community engagement, empowering our students to succeed in an ever-evolving world.

Concluding Remarks :

The College has undergone two cycles of NAAC accreditation. In the preparation towards the 3rd cycle we have put in a lot of efforts to develop the academic ambience and extension activities. The lack of adequate funds has remained a great constraint as we have no source of funds apart from Govt. grants. We have introduced NEP with success and taken a number of initiatives in this respect.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :11</p> <p>Remark : As per clarification received from HEI, and excluding Diploma programs, thus DVV input is recommended.</p>																																								
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : As per clarification received from HEI, and communication to relevant bodies, is not provided, thus DVV input is recommended.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>747</td> <td>1114</td> <td>855</td> <td>808</td> <td>682</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>747</td> <td>1114</td> <td>855</td> <td>808</td> <td>682</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1786</td> <td>1786</td> <td>1647</td> <td>1643</td> <td>1643</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1785</td> <td>1785</td> <td>1785</td> <td>1643</td> <td>1643</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	747	1114	855	808	682	2022-23	2021-22	2020-21	2019-20	2018-19	747	1114	855	808	682	2022-23	2021-22	2020-21	2019-20	2018-19	1786	1786	1647	1643	1643	2022-23	2021-22	2020-21	2019-20	2018-19	1785	1785	1785	1643	1643
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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1786	1786	1647	1643	1643																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
1785	1785	1785	1643	1643																																					

Remark : As per clarification received from HEI, thus DVV input is recommended.

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
426	433	423	418	378

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
426	433	423	418	378

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
847	847	785	783	783

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
853	853	853	786	786

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48	51	51	51	12

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, thus DVV input is recommended.

3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>27</td> <td>44</td> <td>08</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>26</td> <td>42</td> <td>09</td> <td>06</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	11	27	44	08	07	2022-23	2021-22	2020-21	2019-20	2018-19	11	26	42	09	06
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	27	44	08	07																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	26	42	09	06																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>2</td> <td>5</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>4</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	3	2	2	5	2	2022-23	2021-22	2020-21	2019-20	2018-19	2	2	4	0	2
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	2	2	5	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	2	4	0	2																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1839 1046 1973"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>8</td> <td>1</td> <td>4</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	12	8	1	4	6										
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	8	1	4	6																	

2022-23	2021-22	2020-21	2019-20	2018-19
07	01	03	02	04

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	13	14	19	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	01	02	03

Remark : As per clarification received from HEI, and excluding awareness programs and days celebrations, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :17

Remark : As per clarification received from HEI, only functional MOUs to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14.14492	6.22002	0.84187	7.49986	10.84693

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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12.51	4.92	0.59	5.22	9.66
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Remark : As per clarification received from HEI, and excluding expenditure on electric installation, thus DVV input is recommended.

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

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

Answer before DVV Verification : 46

Answer after DVV Verification: 32

Remark : As per clarification received from HEI, computers available for the students use only to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.56843	4.27607	0.65540	1.74026	1.64084

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.38	3.26	0.39	0.86	1.14

Remark : As per clarification received from HEI, and excluding expenditure on the administrative facilities, thus DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : As per clarification provided, thus DVV input is recommended.

5.1.4 *The institution adopts the following for redressal of student grievances including sexual*

harassment and ragging cases

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1749</td> <td>2053</td> <td>1718</td> <td>1504</td> <td>1335</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1811</td> <td>1982</td> <td>1571</td> <td>1358</td> <td>1380</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1749	2053	1718	1504	1335	2022-23	2021-22	2020-21	2019-20	2018-19	1811	1982	1571	1358	1380
2022-23	2021-22	2020-21	2019-20	2018-19																	
1749	2053	1718	1504	1335																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1811	1982	1571	1358	1380																	
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>51</td> <td>51</td> <td>51</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>49</td> <td>49</td> <td>49</td> <td>11</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	48	51	51	51	11	2022-23	2021-22	2020-21	2019-20	2018-19	46	49	49	49	11
2022-23	2021-22	2020-21	2019-20	2018-19																	
48	51	51	51	11																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
46	49	49	49	11																	
3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>58.85838</td> <td>48.32583</td> <td>23.50798</td> <td>65.88686</td> <td>59.76292</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	58.85838	48.32583	23.50798	65.88686	59.76292	2022-23	2021-22	2020-21	2019-20	2018-19					
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Self Study Report of BALAGARH BIJOY KRISHNA MAHAVIDYALAYA

57.22	47.03	23.50	63.50	58.47
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