



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BELDA COLLEGE

COLLEGE ROAD, DEULI, BELDA, PASCHIM MEDINIPUR

721424

www.beldacollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

“We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.”

– Swami Vivekananda

One of the premier sites of dissemination of higher education in the district of Paschim Medinipur, Belda College possesses a glorious educational history and heritage of six decades. Established on 16th August, 1963 through the untiring and selfless efforts of the famous educationist, late Kedar Nath Das and N. G. Dutta, the then B.D.O, Narayangarh, the college is situated in a village named Deuli in the Narayangarh Block, West Bengal. Since its inception, the institution has been indefatigably striving to realize the vision of its legendary founder, empowering the underprivileged section of the society by imparting quality education to rural people, particularly the women, poor, tribal and backward classes. Within the framework of university prescribed curricula, the potentiality for increasing human resource within the locality is encouraged through the Upanishadic teachings and ideals of Rabindranath Tagore, Mahatma Gandhi, Netaji Suvas Chandra Bose, and Swami Vivekananda. Recognized by the UGC under Sections 2(F) and 12(b) of UGC Act, the college was initially affiliated to Calcutta University and subsequently, got affiliated to Vidyasagar University in 1985.

Through innovations and adoption of best practices, this multidisciplinary institution seeks to meet the demands of quality higher education which in its turn would lead to the sustainable socioeconomic growth of the adjoining underdeveloped territory through the empowerment of its students' community belonging to different economic, cultural, religious, ethnic, and linguistic backgrounds and backward classes. In its zeal for quality evaluation, promotion and sustenance, the college undertook Cycle 2 of Assessment and Accreditation by NAAC in 2015 and got accredited at “B” level with CGPA 2.75. With the obvious intention of raising the institution to the next level of excellence, in the post-Accreditation period, lots of measures have been undertaken to enhance and sustain quality in every major aspect of its functioning. The college is now fully prepared for Cycle 3 of Assessment and Accreditation to get itself re-accredited and serve its stakeholders better.

Vision

Our Vision:

Our vision is to transform our institution into a centre of excellence in the arena of higher education and contribute to the inclusive development of the country by generating quality human resources. The college aims at the holistic development of the young learners and hopes to mould them into future citizens of the nation who are dependable, honest, committed and possess a sound value system. The

college is fully aware of educating not only the registered student but emphasizing on educating a whole family. Belda College aims at imparting an education that not only propels the students up the career ladder, but also empowers rural people including women and makes them independent and successful citizens.

Our vision is to enrich the curriculum and transform the pedagogy of our institution in such a way that they develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Institution is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Mission

Our Missions:

1. To provide quality education to the students who basically belong to the socially and economically disadvantaged section of the society.
2. To contribute to the socio-economic change and sustainable development of the adjoining areas by imparting higher education to rural people, women and backward class people.
3. To emphasize the holistic development of a student's personality and character to make him/her a responsible citizen of the nation.
4. To make students worthy of facing the challenges of the competitive world and job market through encouragement and exploration of their potential ensuring their involvement in cultural events and sports.
5. To inculcate discipline, patriotism, spirit of mutual co-operation and sense of social responsibility among the students through NCC and NSS programme.
6. To sensitize the students towards human rights, gender, environmental and ecological issues through arrangement of seminars, plantation programme, medicinal garden, use of solar energy etc.
8. To impart value education, coupled with scientific knowledge, and create good future citizens for the country with competence, commitment, conscience, and compassion.
9. To sensitize the students to issues of nationalism, brotherhood and secularism through various activities and arrangement of programmes on Republic Day, Independence Day etc.
10. To contribute to the socio-economic growth of the locality by providing the aged of the locality with opportunities of higher education through Distance Education study centres of NSOU and V.U.
11. To enrich learning experience through introduction of ICT-enabled teaching.
12. To encourage the teachers to undertake research projects and enhance their teaching expertise through participation in FDP.
13. To organize seminars, special lectures, and workshops in emerging areas for the benefit of the students.

14. To generate and sustain proper academic ambience inside the campus through maintenance of peace, communal harmony, spirit of brotherhood, and optimal use and upgradation of infrastructural facilities.
15. To promote awareness of our heritage and culture.
16. To ensure participation of all the stakeholders in the inclusive growth of the college.
17. To work for the implementation of the objectives of NEP 2020.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths:

1. Recognition as a leading higher education institution imparting quality education.
2. Offering a Multidimensional Education Spectrum: Arts, Science & Commerce streams, Certificate & Vocational Courses, and Research Programmes.
3. An acknowledged academic leader as the principal.
4. Adequate physical infrastructure.
5. Environment-friendly ambience of the campus.
6. Extensive use of ICT.
7. A good number of value-added courses offered to the students.
8. Extremely supportive management works in consonance with all the stakeholders.
9. Over 90% teaching positions filled up and quality of teaching ensured through impressive faculty profile with 60% of the permanent Faculty possessing Ph.D. Degree.
10. Subject-wise pass percentage between 90% and 95%.
11. Three seminar halls with adequate seating capacity for holding different programmes.
12. Well-equipped Canteen and Guest House.
13. Expansion of Infrastructural facilities through creation of Iswar Chandra Vidyasagar Bhaban.
14. Providing students' support through fees concession *en masse*.
15. No sexual harassment or ragging cases in the campus.
16. No loss of teaching days for any violence/political disturbance.
17. Promoting organic farming and kitchen garden through own Vermicomposting project.
18. Medicinal Plants' Garden to encourage the herbal remedies.
19. Integration of ICT into teaching -learning processes.
20. Learner-centered education through appropriate methodologies.
21. Intense Extension activities and Community Services through NSS units and NCC Units.
22. Automation of library using the ILMS, use of INFLIBNET etc.
23. Existence of facilitating mechanisms like ICC, Career Counselling and Placement Cell, Grievance Redressal Cell, Anti-Ragging Cell, and welfare measures to support students.
24. Scholarships and free ships to students.
25. Effective leadership by setting values and participative decision.
26. Budgeting and optimum utilization of finance.
27. Academic, administrative, and environmental auditing.

Institutional Weakness

Institutional Weaknesses:

1. **Located in a rural and underdeveloped area.**
2. **Economically disadvantaged students.**
3. **Lack of Incubation center.**
4. **Lack of sufficient start-ups.**
5. **Lack of availability of motorized vehicles for communication with the nearest bus stand / railway station.**
6. **Poor consultancy and zero patent.**
7. **Lack of effective placement system.**
8. **Being an affiliated college, unable to make required changes in the curriculum.**
9. **Loss of teaching days due to the pandemic and University examination Centers.**
10. **Minimum students' enrollment in a few courses.**
11. **Less usage of digital resources by the students.**
12. **Insufficient resource mobilization for Research from funding agencies.**
13. **Lack of sufficient international collaboration for academic and research purposes.**
14. **Non-existence of Girls' Hostel.**
15. **Inadequate vertical movement of students to gainful employment.**

Institutional Opportunity

Institutional Opportunities:

1. **To be benefitted from the locational advantages of the college as it is close to Belda Model Station of S.E. RAILWAY and surrounded by NH41, Midnapore-Contai State highway, Belda-Keshiary Road and Belda-Dantan Road.**
2. **Strengthening of academic monitoring system.**
3. **To create more vacant posts in different subjects by approaching the State Government.**
4. **To create a greater number of ICT-enabled classrooms.**
5. **To strengthen Innovation Ecosystem in the institution.**
6. **To get more quality research papers published by the faculty members in UGC-listed journals and books.**
7. **To procure more journals in the library.**
8. **Deployment of effective mechanism for the upkeep of the infrastructure facilities.**
9. **Effective dealing of locational advantages and disadvantages.**
10. **Greater sensitivity to climate change and environmental issues.**
11. **To ensure better performance of the students in both sports and culture.**
12. **To promote more research activities.**
13. **Strengthening the collaboration of academia and industry.**
14. **To procure more grants from funding agencies like UGC.**
15. **To organize a greater number of UGC-sponsored seminars/workshops.**

Institutional Challenge

Institutional Challenges:

1. **To upgrade the institution into a Centre of Excellence meeting the requirements of AUTONOMOUS status.**
2. **To implement the NEP (2020) in its proper spirit.**
3. **To meet the desired level in imparting quality education.**
4. **Mushrooming of educational/professional institutions in surrounding areas.**
5. **To further minimize the drop-out rate.**
6. **To emphasize on value-based education.**
7. **To establish a Research Centre in Social Science and Humanities offering students scopes for enrolling in PhD programs in the related subjects.**
8. **Decrease in the number of teaching days due to the pandemic and holding of University Examinations.**
9. **To create more sanctioned posts for teachers and technical staff.**
10. **To produce skilled and employable human resource.**
11. **To introduce new programs in emerging areas.**
12. **To increase number of admitted students in certain programs.**
13. **To augment students' enrolment in a few subjects.**
14. **To minimize students-fulltime teacher ratio to below 40 per teacher with the recruitment of more fulltime teachers.**
15. **To create international collaboration/linkage for academic/research purposes.**
16. **To create a Girls' Hostel.**
17. **To have a greater number of students qualified in state/national/international level examination/competition.**
18. **To ensure significant contribution of the alumni to the development of the institution.**
19. **To ensure a greater number of awards/medals for outstanding performance in sports/cultural activities at University/State/ national/International level.**
20. **Mobilization of resources from the Government and other sources.**
21. **To go for energy conservation in near future in a more desperate way.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Belda College adheres to the prescribed guidelines & curriculum of the affiliating University. The affiliating University implemented the CBCS from the academic session 2017-18 which was simultaneously operating with the 3 tier/Annual system. For smooth conduct of the Teaching-Learning Evaluation process, the Academic Sub-Committee/Admission Committee with the Principal as its Chairperson conducts meetings before the commencement of each academic session and the decisions taken are conveyed to the respective Departments for successful implementation. The routine Committee

frames the routine as per the Academic Calendar prescribed by affiliating University which is displayed on the College notice board & College website. As per the decisions taken in the Departmental committee meetings, all Faculty meticulously prepare a well-planned and detailed Teaching Plan and the Heads of the Departments prepare a detailed Calendar of events chalking out the Departmental activities which is conveyed to the students of each semester through notice displayed on the Departmental Notice board. Traditional teaching methods are supplemented with Learner-centric methods, like field/project work, Participative, Problem-solving, ICT-based learning. Various departments (UG & PG) conduct field & project works to enhance the students' learning experiences. Project work based on field visits has been made compulsory under Environmental Studies for all UG 2nd semester students. In the academic year. In the session 21-22, a total 1395 students have completed their field/project work. As the session progresses, Teachers practice innovative methods like giving home assignments, organising quizzes, PPT presentations for continuously evaluating the students. Remedial/special classes are conducted for specialised guidance to slow learners. Special emphasis is given towards imparting knowledge through the course which highlights cross-cutting issues like gender issues, value education, professional ethics, environment. In addition to the prescribed syllabus, various Add-On/Certificate/Value-Added Courses are introduced every year for curriculum enrichment, enhancing the skills of the students at multiple-levels & catering to the demands of the employment sectors. In the last five years nearly 70 Add-On/Certificate/Value-Added Courses have been offered to the students. The institution obtains feedback on the academic performance and ambience of the institution from various stakeholders in each academic session. Action is taken based on such feedback.

Teaching-learning and Evaluation

Being located in a rural area, Belda College caters to students belonging to diverse socio-cultural-political and economic backgrounds. The college strives to provide an inclusive & conducive environment for all the students aiming to pursue Higher education. The college adheres to the Government of West Bengal's directives regarding the admission process. The entire admission procedure has been reformed to maximise transparency and at present, the entire process is conducted online. During the assessment period, the enrolment percentage of students is 63.32 %. The college strictly complies to the Government Reservation Policies at the time of admission and ensures fair representation of students from all communities. Percentage of seats filled against seats reserved for various categories during the last five years is 51.37 %. For ensuring effective teaching-learning, the college has focused on recruitment of qualified fulltime teachers and student-fulltime teacher ratio for the latest completed academic year is 53.97 %. The mentoring system has been introduced to augment Students' engagement with the learning process and increase their chances of success. Percentage of full-time teachers against sanctioned posts during last five years is 100 %. All the recruited teachers are competent and percentage of full-time teachers with NET/SET/PhD etc. during the last five years is 100 %. The traditional teaching-learning process of the college is supplemented with innovative learner-centric approaches which encompasses field/project work-based learning, assignments-based learning, Presentation, ICT-based learning. Such methods are complemented with publication of wall & e-magazines, seminars, group discussions, debates, quiz, essay, creative writing competitions. Various innovative evaluation processes including open-book tests, double-evaluation, poster presentations, students' seminars are conducted. In addition to the Pre-Final examinations prescribed by VU, continuous evaluation like assignments, class test, Internal Assessments etc. are conducted regularly. POs & COs of all the programs offered by the college are stated and displayed on the website; attempts are made to evaluate the attainment of COs and POs. Students of the college display remarkable success in University Examinations and during the assessment period, pass percentage of the students has been

98.1%. Students Satisfaction Survey is regularly conducted to assess the overall Teaching-Learning & Evaluation process.

Research, Innovations and Extension

The institution, in its endeavour to nurture research, has always encouraged the teachers to pursue quality research works. The college always inspires the teachers to publish research papers in reputed journals and present original research papers in various seminars/conferences/symposium etc. The college authority also motivates its faculty members by providing seed money to take up research projects pertinent to social and environmental issues. During the assessment period, six faculty members had ongoing/completed research projects. A total amount of Rs. 10.03 lakh has been received during the last five years from various Government funding agencies like UGC, SERB, and NBHM.

In its ardent zeal for the creation and transfer of knowledge, the college has set up a Research Centre in Natural Science with necessary approval and affiliation from Vidyasagar University. Creation of an innovation ecosystem is attempted through organizations of multiple entrepreneurship programs and motivational sessions. The number of workshops/seminars/conferences including those on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years is 60. The research aptitude of the teachers is well reflected in the publications of a total of 136 research publications in reputed national and international journals and a total of 41 books/book chapters publications in the last five years.

During the assessment period, more than 500 extension activities have been carried out by Belda college for developing the students' sensitivities towards community issues, gender disparities, social inequity, etc. The NSS units, NCC, and various departments of the college, through extension activities and outreach programs, seek to address the social, environmental and health issues of the local communities, inculcate social values and responsibilities among the stakeholders. Taking into cognizance the activities and services rendered by the NSS units towards the community, the Department of Higher Education, Govt of West Bengal has conferred State NSS Awards in the year 2019-2020 on our college in the college category, Programme Officer category and volunteer category.

The college has created 68 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.

Infrastructure and Learning Resources

Spread over 11 acres of land with a built-up area of 10,505 Sq. mts., the college provides adequate

infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, etc. for effective teaching-learning, career progression, and higher education. There are eight (08) major buildings on the campus which accommodate office, different departments, and support services as well as various cells. The college also offers other supportive facilities like hostel, canteen, pure drinking water, toilets, playground, gymnasium, yoga training centre, lift, swimming pool etc. The institution provides outdoor games facilities like Football ground, Volleyball court, Kabaddi court & Kho-Kho ground. There are facilities for Shot put, Discus, Javelin. A fully furnished Indoor Games Hall is there in the campus having facilities with Darts, Dartboard, Table Tennis, Chess, Carrom board, Ludo, etc. The college also encourages students to participate in various cultural & literary activities like E/Wall Magazine Publications, Annual Cultural Function, Freshers' Welcome ceremony, Teachers' Day celebration, Rabindra Jayanti, Basant Utsav, Annual Sports & Cultural competitions, etc.

The college has made good provision for expenditure in its budget for maintenance and replenishment of physical facilities. Percentage of expenditure, excluding salary for infrastructure augmentation during last five years is 32.21. The college library contains about 30,290 printed books, and subscribed 27 printed periodicals (Both Journals and magazines). The library also provides access to 6000+ e journals and 1,00,000 + eBooks through the membership in N-List INFLIBNET. In 2018, the library upgraded its automation software from Soul 1.0 to Soul 2.0. After that the library again achieved another remarkable achievement in 2022 through installation of KOHA ILMS in Cloud Server, so that users can remotely search the library catalogue at any time and form anywhere. The college has adequate IT facilities for learning management and administrative services. The IT infrastructure is well maintained and updated regularly. The number of computers available for students' usage during the latest completed academic year is 161. Percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years is 35.86.

Student Support and Progression

Belda College has offered utmost importance to "Students Support" through mechanisms like Career Counselling and Placement Cell, Psychological Counselling Cell, Grievance Redressal Cell, and varied welfare measures. Students are benefitted through scholarships, free ships/concessions in tuition fees, and other means. The institution has successfully established Policies and Procedures to help students avail of Scholarships and Free ships. 74.8% of total students have benefited from scholarships and free ships offered by the Government, institutions, and Non-Government agencies during the assessment period. To facilitate Capacity Development and Skill enhancement, different programs based on Soft skills, language and communication skills, Life Skills, and Technology have been organized. The institution's career counselling and guidance for competitive examinations benefited more than 5000 students in the last five years. The success of the college as an HEI is reflected in the rate of its students' progression to higher studies and/or to employment. 1061 outgoing Students have been placed in higher education and placement in different sectors like college, school, bank, and company. 46 students cleared National level Competitive Exams like UGC NET/JRF, GATE, and SET etc. during the assessment period. Effective Grievance Redressal Mechanism is in place to ensure timely redressal of the grievances of the students. No cases of ragging/sexual harassment are reported during the period. 23 students have been awarded for outstanding performance in Sports/Cultural activities at International/National/ State Level during the assessment period. More than 140 sports/cultural events were organized on campus. There is a registered alumni association in the college. The alumni are active and contribute significantly to the development of the institution through financial and non-financial means. The alumni contributed Rs. 6,47,500 during the assessment period. The alumni participated in

Cultural Festival, Sports Meet, Blood Donation Camps, Covid-19 vaccination camp, Flood relief camp etc.

Governance, Leadership and Management

The Governing Body is responsible for effective planning and implementation of policies and ensuring different agendas. The principal of the college acts as a great academic and administrative leader. Meetings of the Governing Body and other Subcommittees such as Finance Subcommittee, Academic Subcommittee, Admission Committee, Building Subcommittee, Library Sub Committee etc. are organized at regular intervals. Belda College promotes culture of participative management which is ensured through several strategies. Standard Operating Procedures (SOP's) are created for various academic and administrative processes. The college has devised several policies for its smooth and effective functioning. After the completion of the 2nd cycle of accreditation in 2015, the college authority chalked out the strategic plan of activities for the next five years. The college has successfully implemented e-governance in the following areas of operation: Administration, Finance and Accounts, Student Admission and Support, Examination. Fifty Six percent of teaching and non-teaching staff participated in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years. Comprehensive mechanism is evolved for the performance appraisal of the faculty members and staff. The available welfare schemes for the teachers and non-teaching staff include GPF Scheme, formation of Belda College ECCS, Puja Advance, etc. In the assessment period, 13 percent of teachers were provided with financial support to attend conferences/workshops and towards membership fee of professional bodies. The College has evolved mechanisms for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external). The Internal Quality Assurance Cell (IQAC) of the institution has significantly contributed to institutionalizing the quality assurance strategies and processes. In the assessment period, the key contributions of IQAC in quality assurance and enhancement include: Conduct of regular academic, administrative & environment audit, successful conduct of online teaching-learning, recruitment of a good number of qualified fulltime teachers etc. The quality assurance initiatives of the institution include: regular meeting of Internal Quality Assurance Cell (IQAC), collaborative quality initiatives, Participation in NIRF, quality audit/accreditation by agencies such as NAAC, ISO Certification etc.

Institutional Values and Best Practices

During the assessment period, Belda College adopted several initiatives for the promotion of gender equity and celebration/organization of national and international commemorative days, events, and festivals. Belda College aims at sensitizing its students regarding the issue of gender, gender equity & social justice through organization of varied programs and different types of support services. Belda College aims to inculcate basic human values among its stakeholders and seeks to maintain a harmonious, conducive environment within the campus. National Youth Day, Birth Anniversary of Netaji Subhas Chandra Bose as Parakram Divas, Republic Day, International Mother language Day, International Women's Day, Rabindra Jayanti, World Environment Day, International Yoga Day, World Water Day, Earth Day, Independence Day, Birth Anniversary of Iswar Chandra Vidyasagar, Santali Bhasa Vijoy Dibas, Hul Divas, etc. are observed and celebrated each year with fervour, devotion, and dedication.

The Institution has facilities and initiatives for alternate sources of energy and energy conservation measures, management of the various types of degradable and nondegradable waste, Water conservation, Green campus initiatives, and Disabled-friendly, barrier free environment.

The college conducts regular Quality audits on environment and energy. The institutional environment and energy initiatives are confirmed through Green audit / Environment audit, Energy audit, Clean and green campus initiatives, and Beyond the campus environmental promotion activities.

Through different programs, policies, and initiatives, the Institution makes efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and sensitization of students and employees to the constitutional obligations.

Two best practices successfully implemented by the Institution during the assessment period include: 1. USE OF ACADEMIC ERP SOFTWARE IN ADMISSION AND EXAMINATION 2. INTRODUCTION OF NEW ADD-ON/CERTIFICATE/VALUE-ADDED COURSES AND SKILL ENHANCEMENT TRAINING PROGRAMMES.

One significant area distinctive to the college's priority and thrust is "UPLIFTMENT OF SOCIALLY BACKWARD SECTION & EMPOWERMENT OF WOMEN THROUGH VARIOUS POLICIES, SCHEMES, PRACTICES AND OUT-REACH PROGRAMMES." The performance of the college in this specific area is remarkable.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BELDA COLLEGE
Address	COLLEGE ROAD, DEULI, BELDA, PASCHIM MEDINIPUR
City	NARAYANGARH
State	West Bengal
Pin	721424
Website	www.beldacollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Abdul Hai Mallick	03229-256221	9474821951	-	mondalprincipal@yahoo.co.in
IQAC / CIQA coordinator	Asit Panda	03229-255246	7699727935	-	asitpanda23@rediffmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	16-08-1963	View Document
12B of UGC	16-08-1963	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	COLLEGE ROAD, DEULI, BELDA, PASCHIM MEDINIPUR	Rural	11	10505

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	36	10+2 OR HS	Bengali	143	108
UG	BA,Bengali	36	10+2 OR HS	Bengali	494	494
UG	BA,English	36	10+2 OR HS	English	20	20
UG	BA,English	36	10+2 OR HS	English	139	115
UG	BA,History	36	10+2 OR HS	English,Bengali	59	59
UG	BA,History	36	10+2 OR HS	English,Bengali	107	84
UG	BA,Political Science	36	10+2 OR HS	English,Bengali	77	45
UG	BA,Political Science	36	10+2 OR HS	English,Bengali	26	26
UG	BA,Philosophy	36	10+2 OR HS	English,Bengali	91	58
UG	BA,Philosophy	36	10+2 OR HS	English,Bengali	8	8
UG	BA,Sanskrit	36	10+2 OR HS	Bengali,Sanskrit	19	19
UG	BA,Sanskrit	36	10+2 OR HS	Bengali,Sanskrit	85	55
UG	BA,Education	36	10+2 OR HS	English,Bengali	75	65
UG	BA,Education	36	10+2 OR HS	English,Bengali	103	103
UG	BA,Sociology	36	10+2 OR HS	English,Bengali	28	28
UG	BA,Sociology	36	10+2 OR HS	English,Bengali	65	38
UG	BA,Santali	36	10+2 OR HS	Bengali,Santali	15	15
UG	BA,Santali	36	10+2 OR HS	Bengali,Sant	52	30

				ali		
UG	BA,Music	36	10+2 OR HS	Bengali	4	4
UG	BA,Music	36	10+2 OR HS	Bengali	40	7
UG	BCom,Com merce	36	10+2 OR HS	English,Ben gali	20	13
UG	BCom,Com merce	36	10+2 OR HS	English,Ben gali	2	2
UG	BSc,Geograp hy	36	10+2 OR HS	English,Ben gali	1	1
UG	BSc,Geograp hy	36	10+2 OR HS	English,Ben gali	74	65
UG	BSc,Econom ics	36	10+2 OR HS	English,Ben gali	1	1
UG	BSc,Econom ics	36	10+2 OR HS	English,Ben gali	10	1
UG	BSc,Physics	36	10+2 OR HS	English,Ben gali	49	6
UG	BSc,Physics	36	10+2 OR HS	English,Ben gali	11	11
UG	BSc,Chemist ry	36	10+2 OR HS	English,Ben gali	60	18
UG	BSc,Chemist ry	36	10+2 OR HS	English,Ben gali	1	0
UG	BSc,Mathem atics	36	10+2 OR HS	English,Ben gali	1	0
UG	BSc,Mathem atics	36	10+2 OR HS	English,Ben gali	65	20
UG	BSc,Comput er Science	36	10+2 OR HS	English	1	0
UG	BSc,Comput er Science	36	10+2 OR HS	English	28	9
UG	BSc,Zoology	36	10+2 OR HS	English,Ben gali	59	44
UG	BSc,Zoology	36	10+2 OR HS	English,Ben gali	26	26

UG	BSc,Physiology	36	10+2 OR HS	English,Bengali	1	1
UG	BSc,Botany	36	10+2 OR HS	English,Bengali	11	11
UG	BSc,Botany	36	10+2 OR HS	English,Bengali	48	31
UG	BSc,Nutrition	36	10+2 OR HS	English,Bengali	2	2
UG	BSc,Nutrition	36	10+2 OR HS	English,Bengali	48	33
UG	BCA,Bca	36	10+2 OR HS	English	43	34
UG	BVoc,Software Development	36	10+2 OR HS	English	50	14
UG	BVoc,Healthcare	36	10+2 OR HS	English,Bengali	50	0
UG	BVoc,Mlt	36	10+2 OR HS	English,Bengali	50	10
UG	BA,Physical Education	36	10+2 OR HS	English,Bengali	109	109
PG	MA,Bengali	24	B.A. HONS. IN BENGALI	Bengali	65	29
PG	MA,English	24	B.A. HONS. IN ENGLISH	English	65	40
PG	MSc,Geography	24	B.SC. HONS. IN GEOGRAPHY	English	30	15
PG	MSc,Physics	24	B.SC. HONS. IN PHYSICS	English	30	6
PG	MSc,Chemistry	24	B.SC. HONS. IN CHEMISTRY	English	30	4

PG	MSc, Mathematics	24	B.SC. HONS. IN MATHEMATICS	English	30	13
Doctoral (Ph.D)	PhD or DPhil, Phd In Natural Sciences	60	AS PER UGC REGULATIONS	English	25	25

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				12				56			
Recruited	1	0	0	1	8	4	0	12	35	17	0	52
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				62			
Recruited	0	0	0	0	0	0	0	0	40	22	0	62
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				26
Recruited	23	3	0	26
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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	6	3	0	24	9	0	43
M.Phil.	0	0	0	2	0	0	4	4	0	10
PG	0	0	0	0	1	0	7	4	0	12
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	3	0	0	3
M.Phil.	0	0	0	0	0	0	5	1	0	6
PG	0	0	0	0	0	0	32	21	0	53
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
	Male	Female	Others	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	1915	0	0	0	1915
	Female	1823	0	0	0	1823
	Others	0	0	0	0	0
PG	Male	85	0	0	0	85
	Female	113	0	0	0	113
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	130	144	182	113
	Female	137	142	130	95
	Others	0	0	0	0
ST	Male	66	76	79	43
	Female	81	71	89	45
	Others	0	0	0	0
OBC	Male	126	139	170	80
	Female	136	159	171	67
	Others	0	0	0	0
General	Male	525	491	594	528
	Female	663	634	530	545
	Others	0	0	0	0
Others	Male	0	1	13	4
	Female	0	4	4	3
	Others	0	0	0	0
Total		1864	1861	1962	1523

Institutional preparedness for NEP

<p>I. Multidisciplinary/interdisciplinary:</p>	<p>In keeping with the vision of NEP 2020, which seeks to promote our country's long tradition of holistic and multidisciplinary learning, our college is quite prepared to transform itself into a holistic, multidisciplinary institution. In its journey ahead, the college would focus on preparing itself to offer a good education to the students of the 21st century, who will have knowledge not only in the branches of the humanities but also in "scientific," "vocational," and "professional" fields, as well as "soft skills." By providing holistic and multidisciplinary education to its students, Belda College plans to develop all the capacities of its students—intellectual, aesthetic, social, physical, emotional, and moral—in an</p>
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integrated manner. Provided that the affiliating university offers ample opportunity in the prescribed curriculum, holistic education shall be, in the long term, the approach of all undergraduate programs offered by the college. The present curriculum of most of the subjects taught in the college contains the contents of multidisciplinary/interdisciplinary nature, some of which are taught by the teachers of other departments. In undergraduate education, integration of the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) produce positive learning outcomes. In all undergraduate programs offered by the College, students are offered exposure to the field of Environmental Science in the curriculum. Students of all undergraduate programs (both Hons. & General), including those of Science, Mathematics, Technology (BCA), learn Modern Indian Languages (Compulsory English/Compulsory Bengali) in the curriculum. Belda College offers innovative curricula that include credit-based courses and projects in the areas of environmental education. But currently, the curricula offered by the affiliating university do not offer too much flexibility. Although the college motivates its students for regular participation in value-based education and activities in the areas of community engagement and service, the existing curricula do not include credit-based courses and projects in such areas. Currently, the curriculum prescribed by the affiliating university does not have too much flexibility and it does not offer multiple entry and exits at the end of 1st, 2nd, and 3rd years of undergraduate education. Our Institution seeks to improve and enhance research through a holistic and multidisciplinary education approach. While conducting research projects in the compulsory course of Environmental Studies, students are motivated to conduct multidisciplinary research for finding solutions to various environmental challenges faced by the society. Seminars/conferences on interdisciplinary topics are regularly organized by various departments. In its endeavor to promote multidisciplinary research, our college has established “Research Centre in Natural Sciences” and “Research Centre in Humanities and Social Sciences” which offer scopes to students and teachers to be engaged in multidisciplinary research endeavors in finding solutions to society's most pressing issues and challenges. To promote

	<p>Multidisciplinary /interdisciplinary approach, our College has established departments in Languages (Santali, Sanskrit), Literature (Bengali, English), Music, Philosophy, Theatre & Stagecraft, Education, Mathematics, Commerce, Pure Sciences, Sociology, Nutrition, Economics, Physical Education, Professional Course like BCA, Vocational Courses like Software Development, Medical Laboratory Technology and other such subjects needed for a multidisciplinary, stimulating Indian education and environment.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credit (ABC), one of the important components of the NEP-2020, aims to digitally store the academic credits earned by students from various recognized HEIs so that the degrees from an HEI can be awarded considering credits earned. ABC is a digital stockroom that comprises the information of the credits earned by the students throughout their learning journey. ABC can be considered a trustworthy reference to check the credit record of any student at any given point in time. Thus, the concept of ABC is fuel to boost the efficiency of faculty and help students embrace a multi-disciplinary educational approach. Belda College is affiliated to Vidyasagar University and follows the academic curricula prescribed by the affiliating university. Hence, the initiative in matters of the creation and implementation of the Academic Bank of Credits (ABC) in the affiliated colleges, as proposed in NEP 2020, does not lie with our institution and is the absolute prerogative of the affiliating university. In the current scenario, there is no such provision of ABC in the prescribed structure of programs at the affiliating university, in the true sense of the term. But, so far as the existing curriculum design is concerned, our students enjoy the liberty of carrying forward their academic credits from one semester to the next. However, this banking of academic credits is entirely limited to the intra-university domain. The existing program-design does not offer the learners the opportunity to take advantage of the benefits of multiple entries and exits during the chosen programme. While pursuing a regular program, there is also no provision of being benefitted from online and distance mode courses, for getting awarded a degree.</p>
<p>3. Skill development:</p>	<p>Through the observance of significant days, the</p>

organization of various programmes, the holding of seminars and webinars, the offering of add-on or certificate courses on value education or life skills, conducting training programs, organising competitions, etc., Belda College seeks to provide value-based education to inculcate positivity among the learners that includes the development of humanistic, ethical, constitutional, and universal human values. Integration of education with skill development is done to enable students to acquire desired competency levels based on their aptitude. The college has taken commendable initiatives to strengthen the vocational education and soft skills of students in alignment with the National Skills Qualifications Framework. It is ensured that the development of vocational capacities of the students goes together with the development of 'academic' or other capacities. The College has introduced and organised various training programmes and courses with the vision to link general education with a technical education that aids in the development and enhancement of skills amongst students and prepares them for the booming and demanding job market. First, apart from offering a Bachelor in Computer Application program, Belda College has earned the recognition of an empanelled Training Partner to impart training under the Food Safety Certification and Training (FoSTaC) programme of the FSSAI. Our college conducts Food Safety Supervisor Training under FoSTaC in West Bengal for several skill-based courses. Secondly, in 2016, Belda College signed an MOU with NSDC for the introduction of a 3-year professional Bachelor in Vocational Degree Course in (i) Theatre and Stage Craft and (ii) Software Development. Both the degree courses were offered to the students with approval from UGC and NSQF. Thirdly, B. VOC courses in Medical and Laboratory Technology, Health Care have been introduced in the academic session 2021-22. Fourthly, the university prescribed curriculum provides provision for skill enhancement through the Skill Enhancement Courses (SEC's) which aim to improve the skill levels of students in domains like cognitive, analytical, employable, communication, social, etc. Fifthly, in addition to theoretical knowledge, hands-on training programmes on mushroom culture, apiculture, biofloc fish farming, and vermicomposting have been organised by the

college to generate the interests of the students and make them skilled. For such purposes, the college has signed MOUs with many organizations. Sixth, various add-on/certificate/value-added courses, including those on life skills, Yoga, Spoken English, Business Communication, Creative Writing, Computer Basics, Value education, Logical Reasoning, Mathematical Reasoning, Travel & Tourism, Tabla & Guitar, Counselling, First Aid, Computational Mathematics, Industrial chemistry, etc., have been introduced by various departments of the college for the students and successfully completed by the students. Seventh, industrial visits for the completion of the curriculum have been organized by various departments of the college for the students. Eighthly, the College has established the Institution's Innovation Council (IIC) which intends to motivate students through webinars, guidance & trainings to develop their competencies, preparing them for the job market.

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

The Indian Knowledge System involves complete comprehension of knowledge from the perspective of both ancient and modern India with respect to our existing socio-economic system involving health, education, environment, and so on. These elements are integrated in a systematic and scientific pattern into the CBCS curriculum of the affiliating university, followed by the college. The systematic delivery of knowledge to the students through both conventional (offline) programs as well as online courses is made feasible in the learning of mathematics, science, philosophy, sociology, history, tribal studies, music, literature, sports as well as in polity and administration. While the study of Bengali and Santali literatures adds impetus to the study of regional, tribal and indigenous culture, the study of Sanskrit literature provides vigour to the Vedic ways of learning and disseminating cultural heritage. The college also offers certificate courses in Yoga, Tourism, Personal counselling etc. The assemblage of diversified disciplines inserts ancient as well as pragmatic values in the contemporary education system, which resultantly leads to a holistic development of students' personalities and the expansion of specialised skills. Through various cultural programs/competitions, and activities, and the celebration of festivals/significant days, the

institution works for the development of the learners' strong sense of and knowledge of their own cultural history, arts, languages, and traditions so that they can build a positive cultural identity and self-esteem. At our institution, education is delivered in a bilingual mode (English & vernacular). We emphasise classroom education of all subjects in the local language, i.e., Bengali/Santali. In the teaching of some subjects, the delivery of instruction is also in English. The IQAC motivates the faculty members to use the process of "translanguaging," the purposeful use of both English and vernacular in the classroom. Teachers are encouraged to provide reading materials to the students in both English and the vernacular. Belda College offers its education of the degree courses in bilingual mode. All the degree courses (excluding B.A. in English) are taught in Bengali and English in order to provide comprehensible, quality instruction to the students and promote the strength, usage, and vibrancy of regional languages. The M.Sc. courses in all subjects like Geography, English, Physics, Chemistry and Mathematics (except M.A in Bengali) are taught only in English. Apart from teaching in Bengali, Santali and Sanskrit are also used as mediums of instruction in courses like B.A. in Santali and B.A. in Sanskrit respectively. The Bengali language is used for easy communication with students in classrooms. Santali Bhasa Vijoy Dibos is celebrated every year by the Department of Santali. Saraswati Puja, Teachers' Day, Freshers' Welcome Ceremony, Netaji Jayanti, Republic Day, Independence Day, National Youth Day, International Mother Language Day, etc. are observed every year. Basanta Utsav and Baha festival are celebrated every year in the college premises. Patronization of Indian classical music is done by the Department of Music through cultural performances at the annual function and offering of several certificate courses. The college has also established Yoga and meditation centre for promoting Indian Knowledge System.

5. Focus on Outcome based education (OBE):

Implementation of outcome-based education and student-centric learning has been prioritized by Belda College, and accordingly, several initiatives were adopted. •The institution has designed several add-on/certificate/value-added courses to bridge the skill gaps and make students' industry ready, as well as

provide an opportunity to develop their inter-disciplinary skills. •Students are made aware of Course Outcomes, Program Outcome & Programme Specific Outcome. The attainment of such outcomes, especially for the end semester students, is measured qualitatively. •Efforts are taken to enable the students to fulfil the projected Course Outcomes (CO), Programme Specific Outcomes (PSO), and Programme Outcomes (PO), already mentioned on the College website. •Empowerment of students is made possible through regular counselling and guidance for professional development, constant mentoring, and setting their employment skills through implementation of various certificate courses. •Problem solving skills of the students are enhanced by making them participate in debates, discussions, brainstorming sessions, quizzes and register in various add-on courses such as mathematical reasoning, logical reasoning etc. •Industry specific skill development is made possible through the student's participation in various add-on/certificate courses like Travel & Tourism, Bee-keeping, Mushroom Culture, Biofloc etc. •At the end of each program, exit form surveys are conducted by each department for the students to get an overview about the knowledge, skills, competency, aptitude, behavior and overall attainment of students in learning a particular course. •OBE with an aim for employability is generated through regular career counseling sessions and the concerned cell. •Program outcome attainment is governed by certain curricular, co-curricular and extra-curricular activities that add to the overall quality of the program. •Experiential and hands-on-activities such as swayam-siddha, the practice of yoga and meditation, and engaging in learning materials in classrooms promote individual learning opportunities and development of the student's cognitive level. • In the line and the spirit of NEP, Belda College has laid emphasis on popularization of outcome-based education. Several certificate courses such as Biofloc, Beekeeping etc. are run, which generate self-employment for the stakeholders.

6. Distance education/online education:

With the existing digital infrastructure in the college, the college is capable of offering courses in ODL mode. The initiative has been taken for e-content creation, digital repository management, and

dissemination. Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, etc. might also be explored for the purposes of online/digital learning. For successful implementation of vocational courses, blended learning might be adopted. In Belda College, apart from conventional modes of teaching, learning, and evaluation, electronic and online mediums are used for teaching and learning activities. During the nationwide closure of HEIs due to the pandemic COVID-19, the institute implemented online education. Teachers at the college successfully accomplished all the course content delivery in online mode, using social media and emails to communicate with the students. Lots of e-content was created and uploaded on the college website. Teaching-learning and evaluation were conducted in online mode using emails, Zoom, Microsoft Team, Google Meet, LMS, e-library, etc. during the pandemic (COVID-19). The institution has gone for blended learning as many add-on/certificate courses are offered in online mode in addition to the regular offline programs. Apart from continuing traditional classroom teaching, many departments still arrange webinars/special classes/evaluation in online mode. Various ICT tools, such as Google Workspace (email, Google Classroom), YouTube, PPT, virtual classes, INFLIBNET, etc., are used for enhancing the learners' learning experiences. Hybrid learning, i.e., integrating technology and digital media with face-to-face learning, is widely used as a type of blended learning. The institution has adopted a few good practices pertaining to the Distance education/online education in view of NEP 2020: I. Distance education courses of Netaji Subhas Open University and Vidyasagar University are offered at Belda College study centre. II. Online teaching-learning-evaluation mode is used along with traditional mode. III. The Lecture Capturing System is installed for creation of e-content. IV. Training for teachers is imparted for effective online education. V. Students and faculty members are motivated to use platforms such as SWAYAM, DIKSHA, YouTube content making, television, radio broadcasts.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. With the obvious intention of spreading electoral literacy among its stakeholders, Belda College formally set up Electoral Literacy Club (ELC) involving students and faculty members on 8th October, 2021. Sri Basudeb Das (Assistant Professor, Department of Political Science) and Dr. Debmalya Khuntiya (Assistant Professor & HOD, Department of History) were appointed as nodal officers. Seven students from 2nd and 4th Semesters, two of whom were NSS volunteers, were appointed as ELC representatives. New members were included and ELC, Belda College was again reformed on 11th November, 2022. Sri Basudeb Das (Assistant Professor, Department of Political Science) and Sri Tapas Pal (SACT, Department of Political Science) were appointed as nodal officers. 12 students from 1st , 3rd & 5th semesters were included in the ELC.
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?	While establishing the ELC at Belda College, it was taken care by the competent authority that students' co-ordinator and co-ordinating faculty members are duly appointed by the college. The nodal officers often participate in the training conducted by the District Election Officer. The ELC of the college is highly functional, which is demonstrated in the participation of its members in training, electoral processes and in its varied activities for promotion of electoral literacy among the stakeholders. The ELC, Belda College is also representative in character as it consists of members from both faculty members and students of different semesters, male and female, general and reserved category.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Since the date of its establishment, the ELC, Belda College has undertaken a good number of innovative programmes and initiatives. Student members have been active in sensitizing their own communities as well as classmates regarding the necessity of voter registration. Sometimes, they opted for making voluntary contribution to the electoral processes in their own localities. The ELC, Belda College works in synchronization with the district election administration and has arranged numerous programs including address by the competent faculty member, Quiz contest, poster making contest etc. for creating voter awareness and promoting ethical voting. During the Students' Week program held in the first week of January in 2022 & 2023, Voter Awareness Campaign was organized with conduct of essay-writing (Use of

	<p>Technology in Election) competition, drawing competition (essence of National Voter's Day/ Democracy and Election), debate competition (Online Voting is necessary to increase electoral participation) etc. As the college is regularly used by the district election administration as the polling center, the ELC, Belda College has put emphasis on creating suitable infrastructure at appropriate place of the college including ramp, sick room etc. for enhancing participation of the under-privileged sections of society, especially disabled persons, senior citizens, etc.</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>Belda College has organized, involving its students and teachers, awareness drives in electoral related issues in the neighborhood. While conducting outreach programs, emphasis is put on advancing democratic values and sensitizing the community regarding the utility of participation in electoral processes.</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>All the students of the college are above 18 years and almost seventy percent of them are enrolled as voters in the electoral roll. The ELC as well as the College have made efforts for registration of eligible students as voters. Apart from regular encouragement provided to the prospective student-voters by the faculty members as well as regular Voter Awareness Campaigns organized by the ELC, the College has created a dedicated link in its official website for enrollment of new voters. Students will be able to make application for their registration as new voters in the concerned electoral roll through this link.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3508	3859	3757	4023	4299
File Description		Document		
Upload supporting document		View Document		
Institutional data in the prescribed format		View Document		

2 Teachers

2.1

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

Response: 68

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	65	67	25	25

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
125.00	161.00	280.00	480.00	258.00

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:

Belda College being a Government aided college and affiliated to Vidyasagar University follows the curriculum and the Academic Calendar prescribed by the affiliating university. The institution pertains to the practice of delivering the curriculum effectively, strategically and ensuring flexibility to the students in the following ways:

- **At the commencement of each Academic session, under the supervision of the IQAC & the Academic Subcommittee, the Academic calendar is prepared adhering to the academic calendar given by the affiliating University which is uploaded on the college website & displayed on college notice board.**
- **The routine committee prepares the Time Table (UG & PG) for academic sessions which is distributed to the respective Heads of the Departments and is displayed on the College website & displayed on notice board.**
- **In tune with the changes of syllabi made by the affiliating University, the College procures books & journals for the Central Library.**
- **The Principal, coordinator, IQAC and the Academic subcommittee conduct a meeting at the beginning of each session to discuss the strategies for effective implementation of curriculum like fixing a schedule for Internal Assessment, evaluation process, teaching-learning methods, implementation of PO & CO, strategies for measuring CO & PO attainment & introducing Add-on/Value-added courses relevant to the present demands.**
- **Departmental Heads conduct meetings with their respective faculty members and prepare the departmental routines based on the master routine. The Head of the Departmental meeting assigns each faculty member a particular portion of the curriculum for teaching. Teachers frame a teaching plan according to the given frame of time and proceed for the implementation of curriculum accordingly. At the event of a Faculty member's failure to complete the assignment within the stipulated time, the Teacher arranges extra classes for his or her assigned topic. Consistent monitoring of students' learning outcomes is accompanied by special attention to weak students.**
- **The Departments under their respective HOD's prepare their Departmental Calendar of Events which is displayed in the departmental notice board.**
- **The Teaching-Learning process is conducted through traditional lecture methods as well as through ICT's like overhead projectors, Laptops & well equipped laboratories to improve**

students' results.

- Overall Teaching-Learning process is supplemented with Seminars, webinars, Special & Extension lectures, projects, online/offline quizzes, poster/paper presentations, group discussions, PPT presentations, Fieldwork, industrial visits and the preparation of e-magazines, Wall magazines.
- Continuous evaluation like regular mock tests, internal assessments, project, assignments,debate competitions, essay writing competitions etc. are conducted & is preserved in softcopy/hardcopy, emails, Google Drive, and Google Classroom.
- Based on the Academic Calendar, the college schedules its activities related to Internal Assessment for both UG & PG Programmes.
- Class-Tests are undertaken to identify the students as slow learners and advanced learners who are then provided special care through remedial & tutorials for preparing them for the final examination.
- For further development of academic and cultural performance, student seminars, quizzes, poster presentations, and publication of e-magazine/wall-magazines are arranged.
- Additionally, evaluation of students enrolled for Add-on courses are also conducted by the departments adhering to the Academic plan/ Departmental plan of activities.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years	
Response: 70	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the

total number of students during the last five years

Response: 14.74

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
421	1891	416	93	45

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 into the Curriculum

Response:

Belda College adheres to the syllabus prescribed by the affiliating university, and it integrates cross-cutting issues relevant to professional ethics, gender, human values, the environment, and sustainability into the curriculum and implements it in co-curricular and extra-curricular activities.

Within the curriculum, the syllabi of various courses like those of Sociology, Education, English, Geography, Philosophy, Bengali, History, Sanskrit, Political Science science have topics that specifically focus on gender and related issues. The curriculum is supplemented with an add-on course on gender sensitization to sensitise the students. Additionally, every year, International Women's Day is observed through special lectures, webinars, and a self-defense program titled "Swayam Siddha." Keeping in mind the Sustainable Development Goals 2015, the Internal Complaints Committee (ICC) organizes various sensitization programs for the students & strive to provide a gender neutral, barrier free environment & enable students to practice social justice. Furthermore, the College provides gym and sports facilities to all students irrespective of their gender. Extension activities on gender-related issues are also conducted in the neighbourhood communities by various departments along with the students to raise and spread awareness.

The college also aims to maintain a harmonious and conducive environment within its campus as well as impart basic values and ethics to its students. Apart from transmitting values through the prescribed curriculum, value-added courses like value education, life skill development, etc. have also been introduced. The college specifically ensures to properly groom students and make them responsible citizens by inculcating universal moral and ethical values. Relief distribution programs have been conducted on three different occasions for the socio-economically

marginalized/disadvantaged sections of the society, namely for COVID-19 pandemic, YAAS Cyclone affected people & Flood affected people of the Paschim Medinipur area.

Likewise, capacity building courses for imparting values related to professional ethics have also been introduced to the students. In this regard, students are taken on field or industrial visits for the purpose of gaining practical knowledge regarding the same. The NSS and NCC Units of the college also ensure that the students inculcate the habits of being disciplined, respectful, and dutiful.

Finally, awareness related to the environment forms an integral part of the learning process of the students. Not only has Environmental Studies been made a compulsory course for all the students, in practice, the college and various Departments observe and celebrate various environmental related days and events like World Earth Day, World Water Day, Aranya Saptaha, World Environment Day etc. with fervor and enthusiasm. Basundhara Eco-Club specifically organizes programs related to the environment and sustainability. The NSS volunteers, along with other students of the college, regularly participate in tree plantation and cleanliness programmes. Extension activities in the neighbourhood communities on topics related to the environment to raise awareness are also organised at regular intervals by various departments.

File Description	Document
Upload Additional information	View Document

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

Response: 39.77

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

Response: 1395

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 (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 63.32

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1523	1962	1861	1864	1985

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2855	2805	2845	3022	2994

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 48.47

2.1.2.1 Number of actual students admitted from the reserved categories year - wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
446	770	692	649	741

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

2021-22	2020-21	2019-20	2018-19	2017-18
1346	1324	1335	1406	1393

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

2.2 Student Teacher Ratio

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

Response: 53.97

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 using ICT tools

Response:

For enhancing the learning experiences of the students, faculty members of the college employ a teaching methodology that focuses on the student-centric approach to imparting & generating knowledge. This methodology helps to transform students from passive recipients into active and involved agents capable of critical thinking. Since students' ability to grasp and comprehend knowledge varies, the teaching-learning process is designed in such a way as to prepare the students while keeping in mind their pace of understanding and capability. A student-centric approach is put into practice to ensure students' active involvement in class activities.

Consequently, experiential learning in the form of field visits and project work has been incorporated into the VU-prescribed syllabus for UG and PG programmes in various subjects like Bengali, English, Education, Sociology (Honours & General Courses), Geography, Zoology, Botany, Mathematics, Chemistry, and Physics. In light of this, the students are made to engage in fieldwork, based on which they have to write and prepare a research project. The students' thinking ability, critical reasoning, and ability to articulate themselves in both oral and written presentations are all valued.

In addition to experiential learning, participatory learning is also incorporated into the teaching-learning process to make it more learner-centric. Poster presentations, group discussions, quizzes, debate competitions, and extempore speech competitions are organised for the students, which help them be involved with the learning process as well as provide them with the opportunity to exercise their creative faculties & think outside the box. Supplementing the participative learning methods with the preparation of Wall Magazines, Departmental e-magazines also enhance students' critical

and creative thinking, making the learning process engrossing and increasing the involvement of the students in the Department.

Problem-solving methods like organising brainstorming sessions, and TPS (Thinking Pairing Sessions) are organized for the students, which enable them to exercise their thinking faculties, help them self-evaluate their performance, and develop the critical/analytical ability to devise solutions to problems.

The entire student-centric Teaching-Learning & Evaluation process is enriched with the extensive use of ICTs. Google Classroom is used to manage and post course-related information, learning materials, lab submissions and evaluations, assignments, etc. Faculties use PowerPoint presentations in their teaching by using projectors. They are also empowered with INFLIBNET, online search engines and websites to prepare effective presentations. Recording of Video/Audio lectures is made available to students for learning and future reference. Teachers use different virtual platforms like GMeet, Zoom, etc. and learning management systems, including Google Classroom, Microsoft Team, etc. for continuing online teaching and evaluation. Online and offline Seminars, Workshops etc. are organized for the students. WhatsApp groups, Facebook, and email are used as platforms to communicate, make announcements, address queries, and share information. Different Open Source Software like Python, Dev C++, NVDA (Text to Speech), JAVA, UBUNTU, EIGAP-ArcGIS Remote Sensing and GIS Software, etc. are used for enhancing learning experiences.

The college library offers access to e-books and e-journals through

1. NPTEL & NDL
2. <https://nlist.inflibnet.ac.in>
3. https://beldacollege.ac.in/page.aspx?page_id=1182

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
65	65	67	25	25

File Description	Document
Upload supporting document	View Document

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

Response: 100

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
65	65	67	25	25

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

- **Internal/external assessment in Belda College is transparent, flexible & robust. The institution follows the VU regulations for the internal/external assessment and evaluation process. The process is conveyed to the students during the induction program.**
- **In the three-tier system, two internal exams for Honors courses and one for General courses were conducted. In the CBCS pattern, internal assessments are held twice per academic session for both Honours & General courses, and the evaluation of answer scripts is done within a fixed timeline.**
- **In 2018 & 2019, the university selected Belda College as one of the Nodal Centers for University examination. The college selected the concerned examiners based on their experience and availability. The answer scripts were evaluated and the examiners timely submitted the award lists to Belda College nodal center.**
- **With the outbreak of the Covid-19 pandemic, the pattern of examination was shifted from offline to online mode. Internal Assessment was conducted through the online examination portal. During the internal examination, students downloaded the question papers and**

answer booklets from the college/university examination portal. After writing the answer, they were instructed to send the scanned copy of their answer sheets to the respective departmental email id.

- The evaluation process is conducted in digital & offline modes by the teachers. The final marks awarded to the respective students are uploaded within a specified time on the university portal for the final publication of the results.
- Students' performances are continuously assessed through events like assignments, quizzes, group discussions, creative writing, debates, seminars, poster presentations, cultural competitions, sports/games, etc. to make them expressive, and articulate & enable them to think critically.
- Continuous assessments in the form of written/mock tests/online MCQ are conducted, after the completion of each topic, to evaluate and measure students' performance.
- Online tests are conducted through Google form, devised with an answer key, which enables the students to receive automatic responses and assess their performances.
- Open book test method and the method of double evaluation have been adopted by various Departments.
- The performance of each student is discussed in the class specifying the problems & mentioning the scope for improvement.
- In case of grievance, mostly in written form, related to untimely online submission of answer scripts, the matter is placed & resolved within a stipulated time in the respective departmental committee meetings/Grievance Redressal Committee. In the offline mode of examination, a double evaluation method was used to ensure transparency and neutrality.
- A few reassessment requests are made by the students because of poor mobile data & disrupted internet connectivity due to locational disadvantages; students sometimes faced problems while uploading answer scripts in the given portal. Such matters are resolved through the active intervention of the HoD or taken up in DC meetings for appropriate resolution.
- For any grievances/discrepancies regarding the evaluation of external examination, students go for an official reviewing process of that particular paper within a stipulated period, by bringing the matter in writing to the concerned center supervisor and the Controller of Examinations, VU through the Principal.

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 and attainment of POs and COs are evaluated

Response:

- For all programs and courses offered by the Belda College with the approval of VU, Course Outcomes and Program Outcomes are stated and displayed in the college website.
- As per the approved syllabus of the university, COs are framed in the departmental meetings.
- The students are also made aware and communicated about the COs and POs of the courses they are admitted into, at the beginning of each semester during the induction meeting.
- They are informed about their curriculum, course structure, course prospects and benefits class interaction, parent-teacher meetings and student-teacher dialogue.
- The COs, POs & PSO of all programs are integrated into the assessment process and these are popularized and disseminated widely through website, social media, departmental notice boards, periodical meetings with students, faculty, parents, and alumni.

COs, POs & PSO are available at: https://beldacollege.ac.in/page.aspx?page_id=1161

Course Outcome (CO): It refers to the statement that describes what students should be able to do at the end of each course.

Example: COs of Paper CC1 on Geotectonic & Geomorphology:

CO1.1. Develop knowledge about the earth's interior, different tectonic processes and resultant landforms.

CO1.2. Gain knowledge about endogenetic and exogenetic processes etc.

Program Outcome (PO): It refers to the episteme, skills, and attitudes the students should achieve after completing a program.

For example, Students of B.A. Sociology, General Degree Programmes after becoming graduates will be able to have:

PO1 Knowledge of Specialized Discipline,

PO2 Sound Comprehension & Communication Skills,

PO3 Critical Reasoning & Problem Analysis Skills,

PO4 Develop Interdisciplinary Knowledge etc.

Program Specific Outcomes (PSO): These are defined as qualitative outcomes of a program and indicate the knowledge as well as techniques learnt in a particular course, which are necessary for better employability and especially for the betterment of society.

CO/PO/PSO Attainment:

- CO, PO & PSOs are described and then mapped to each other. The justification matrix of CO with POs & PSOs is noted and delivered to the students.
- Evaluation of CO, PO & PSO attainment is done through direct and indirect methods. In the indirect method, the marks scored by students for each paper during internal assessment and external examination are recorded. The average of ratings scored by the students for each course is calculated to assess the attainment of COs.
- In the Indirect method, exit form surveys are conducted for all students at the end semester through questionnaires. The rating and relation of PO & PSOs with the questionnaire is depicted in quantitative form. The components of the collected data are interrelated and influence the attainment level. The final attainment is obtained after target level is reached from both the methods.
- Qualitative attainment of CO & PO is possible by assessing the students' performances in class attendance, class tests, seminars, quiz, debates, & interaction during class lectures. These methods offer a variety of supporting evidence of the student's learning.
- An important parameter to measure the attainment of PSO is through the progression of students towards higher education and placement of students in Govt/Corporate jobs through competitive examinations.

File Description	Document
Upload Additional information	View Document

2.6.2 Pass percentage of Students during last five years

Response: 98.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
912	905	864	930	778

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

2021-22	2020-21	2019-20	2018-19	2017-18
922	905	865	969	813

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.82

File Description	Document
Upload database of all students on roll	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: 10.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1.00	6.67	2.36

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

With an aim to create a conducive ambiance for innovation and research, the college authority has adopted a number of initiatives. In its ardent zeal for the creation and transfer of knowledge, the college has set up a Research Centre in Natural Science with the necessary approval and affiliation from Vidyasagar University. The research centre seeks to conduct and promote research works of a multidisciplinary nature involving faculty members and research scholars from the departments of Nutrition, Physiology, Zoology, Chemistry, Physics, Mathematics, Computer Science, and Geography. Some equipment, like spectro-photometer, Auto-clave, ph-meter, incubator, etc. has already been procured by the college and is currently being utilised by the concerned teachers/scholars of the departments. The Research Centre, in collaboration with the IQAC, has organised a few webinars on interdisciplinary topics. Through these activities, the research centre focuses on sharing new findings, ideas, thoughts, explanations, etc. In the case of the students, classroom teaching-learning activities meet the fields of application in a number of ways, like the curricular practical work in the laboratories, Field Surveys, Study tours, Industry visits, project work, etc. The project works are incorporated into the curricula of various programs. The institute has also signed MOUs with a number of institutions and institutes at regional and national levels for promoting research activities.

To create and sustain an innovation and entrepreneurship culture and to streamline and strengthen the innovation and entrepreneurship ecosystem on campus, the college has established Institute's Innovation Council (IC202116031) in the academic calendar year 2021-22. In its venture to promote and inculcate the spirit of entrepreneurship and innovation among the stakeholders, the Institute's Innovation Cell (IIC) at Belda College has organised, with eminent resource persons from the industry as speakers, a workshop on "Entrepreneurship and Innovation as Career Opportunity" on the 29th November (Thursday), 2022. A few motivational sessions by successful innovators, entrepreneurs, and start-up founders, as well as a few expert talks by successful entrepreneurs, have been successfully organised by the IIC in collaboration with the IQAC. "My Story-Motivational Session" was presented by the IIC to motivate the stakeholders on how to become successful entrepreneurs and how to start a new business or startup. The IQAC has also organised a few seminars/webinars on intellectual property rights and patenting laws to create awareness of related issues among teachers and students. In its venture to promote innovations, the creation of a Maker's Space/Design Centre is under way. To ensure creation and transfer of knowledge, the college is set to launch "International Natural Science Journal."

File Description	Document
Upload Additional information	View Document

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

Response: 60

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	17	14	17	10

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

3.3 Research Publications and Awards

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

the last five years

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	38	51	8	18

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

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

Response: 0.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	17	10	0	4

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Extension activities represent the arena of education that emphasizes community services. Extension activities are carried out by Belda college for developing the students' sensitivities towards community issues, gender disparities, social inequity, etc. Various departments, through extension

activities, seek to inculcate social values and responsibilities among all the stakeholders, including the villagers in the neighboring communities, for the holistic development of the society. National Service Scheme (NSS), National Cadet Corps (NCC), Bashundhara Eco-Club, and all the departments rendered their social services and conducted awareness programs in the neighbourhood. There are three NSS units at our college, and each unit has one adopted village adjacent to the college. 300 students, under the guidance of respective Programme officers, undertake various activities in the neighbourhood, like awareness campaigns and rallies on different health, environment, social, and gender-related issues of local, state, and national importance. Every year Special Annual Winter Camp and Swachhata Awareness Camp of NSS were held in nearby adopted villages - Binodpur, Ashrampara, and Mohammodpur - of Deuli 8/2 GP of Narayangarh, Paschim Medinipur aiming to sensitize students as well as neighboring communities on different issues for their holistic development.

Belda College, Paschim Medinipur was untiring in its attempts at rendering services to the neighbourhood community during the period from 2017 to 2022.

Extension activities of Belda College in the neighborhood include:

Environmental Awareness Programme:

- Flood & Cyclone Awareness Programme
- Swachhata Program/ Cleanliness Drive
- Waste Management Awareness
- Say No To Plastic Program
- Jal Dharo Jal Bharo Awareness
- Awareness Campaign on the Effect of Deforestation
- Cleaning Drive/ Swachhata Avijyan every year at adopted villages, rail stations, Bus Stand, and different places.
- Aranya Saptah from 14th July - 20th July every year from 2016–2022
- Malaria and Dengue Awareness
- Flood & Cyclone Awareness Programme
- Global Warming Awareness
- Waste Management Awareness
- Awareness Campaign on The Effect of Deforestation

Health Awareness Programmes:

- Awareness programme at the adopted village on gender sensitization i.e.. women's health, women's food habit
- Blood Donation Camp every year from 2016 to 2022
- State Level Webinar on “A Blood is a Gift of Life - Everyone Donate Blood”
- Malaria and Dengue Awareness
- Menstrual Health & Hygiene
- Distribution of Sanitary Napkins and awareness campaign on Menstrual Health & Hygiene

Literacy Drive:

- Adult Literacy drive
- Beti Bachao Beti Porao/Girl Child Literacy

Awareness of COVID-19 and relief work in neighbouring areas during the lockdown period:

- Online Postering on Awareness of Covid-19
- Video Making on Awareness of Covid-19
- Awareness Programme on Covid-19
- Webinar on “We need to know about the 2nd wave of Covid-19”
- Awareness Programme on Covid-19 and Action Plan with Covid Warriors Programme on 2nd Wave of Covid-19
- Covid-19 Vaccination Camp 2021

Social awareness on gender issues:

- Awareness program on Witch Hunting and Untouchability
- Campaign for Prevention of Girl Child Marriage

- Awareness program on the Evils of the Dowry System
- Self Defense Program – SAYAMSIDHHA for girl students
- Girl child literacy drive
- Promotion of Tribal Culture
- Promotion of used cloth bank

Celebration of International Women's Day, National Youth Day, Netaji Jayanti/ Parakram Diwas, Republic Day etc.

File Description	Document
Upload Additional information	View Document

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

Response:

The objective of NSS Awards is to recognize and reward outstanding contributions towards voluntary community service made by the educational institution, Programme Officers and NSS Volunteers, with a view to further promote extension activities. The NSS Volunteers of Belda College have been appreciated for their selfless services toward the community. Volunteers have played an important role in various environmental and social awareness programs such as Swachh Bharat Avijan, water and energy conservation, COVID-19 awareness program, AIDS awareness program, gender awareness, and women's empowerment program, Pulse polio immunization program, and so on. Different Government and non-Govt organizations have always appreciated the selfless community services and extension activities of the volunteers of NSS Units under the guidance of active Programme officers of each NSS Unit.

Some of the awards/recognitions received by the institution in the field of extension activities are mentioned below:

1. Recognition from the Ministry of Youth Affairs and Sports, Govt. of India for acting as contingent leader officer from West Bengal for the prestigious Republic Day-Parade Camp-2022 at New Delhi (Dr. Lipika Mandal, NSS Programme Officer of NSS Unit- I, Belda College)
2. Recognition from the Ministry of Youth Affairs and Sports, Govt. of India for acting as the contingent leader from West Bengal of East Zone Pre-Republic Day Parade Camp-2021 at Kokrajhar, Assam (Dr. Lipika Mandal, NSS Programme Officer of NSS Unit- I, Belda College)
- 3.. Recognition from NITI Ayog, Govt. of India. for voluntary services to Atal Innovation Mission,

Niti Ayog, Govt. of India.

4. NSS STATE AWARD 2019-2020 for the NSS UNIT of Belda College was given by the Department of Higher Education, Govt. of West Bengal.

5. NSS STATE AWARD 2019-2020 for the NSS volunteers Krishnendu Kumar Jana of Belda College was given by the Department of Higher Education, Govt. of West Bengal.

6. COVID Warrior Award - 2022 from Vidyasagar University (Gouranga Nayak, NSS volunteer, Belda College awarded for selfless continuous contribution throughout the COVID-19 pandemic lockdown situation)

7. COVID Warrior Award 2022 from Vidyasagar University (Dr. Lipika Mandal, NSS PO, NSS Unit- I, Belda College, awarded for her continuous contribution throughout the COVID-19 pandemic lockdown situation)

8. Recognition from Vidyasagar university for acting as contingent leader officer from West Bengal for the prestigious Republic Day- Parade Camp-2022 at New Delhi and East zone Pre-Republic Day Parade Camp (Dr. Lipika Mandal, NSS Programme Officer of NSS Unit- I, Belda College).

9. Recognition from Vidyasagar University for acting as a contingent member of Pre-Republic Day Parade Camp-2022 at Kokrajhar, Assam (Kundan Barik & Palash Shee, NSS volunteers, NSS Unit- I, Belda College).

10. Recognition from the Lions Club of Belda to Belda College for extension activity and community services (2021-2022).

11. Recognition from forest range Officer, Directorate of Forest, Belda Forest Range, Kharagpur Division to Belda College for extension activity and community services (2017-2018 and 2018-2019).

12. Recognition from BMOH, Narayangarh Block, Paschim Medinipur to Belda College for extension activity and community services (2017-2018, 2018-2019, 2019-2020, 2020-2021).

File Description	Document
Upload Additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 242

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	48	76	51	57

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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: 68

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

Spread over 11 acres of land with a built up area of 10,505 Sq. mts., the campus facilitates excellent infrastructure for the teaching-learning process, career progression, and higher education. The Administrative Building accommodates the chamber of the Principal (01), Administrative office (02), Examination Cell/Nodal Centre (01), Seminar cum Theatre Hall (01), Classrooms/Lab (4), Gymnasium (01), Dept of Geography (01), NCC Room (01), Space Observation Centre (01), Women's Cell/ICC (01), Dept of B. Voc in Software Development courses (01), Toilets (05) etc. There are seven (07) other major buildings on the campus (namely Sudhangshu Memorial Building, Kedar Memorial Building, Rabindra Bhaban, Ambedkar Bhaban, Iswar Chandra Vidyasagar Bhaban, Netaji Bhaban & Kala Bhaban) which accommodate different departments and support services as well as various cells of the college. Other buildings of the college accommodate Classrooms (41), Research Centres for Natural Science & Humanities/Social Science (02), Seminar Hall (01), Lecture Management System/ Smart Class cum Seminar Hall (01), Girls' waiting room (01), Chhatra Sansad (01), NSS Room (01), Health Unit (01), Sick Room (01), Day Care Centre (01), Lift (01), Rest Room for Divyangjan (01, male), Yoga & Meditation Centre (01), Grievance Redressal Cell (01), Career Counselling & Placement Cell (01), Basundhara Eco-club (01), Psychological Counseling Cell (01), Laboratories (19), Staff rooms (21), Reading room (01), Central Library (01), Canteen (01), and Toilets (28). The campus also houses a Boys' hostel with a capacity of 50 students. The college boasts of an adequate number of ICT-enabled classrooms/Halls (26), portable projectors (10) & Projection Screens, laboratories, Green Generators, and sufficient space for hosting all academic activities. Some of the classrooms have smart boards instead of screens. The library facilitates the easy accessibility of library books from college and outside via N-List. The college offers facilities like Ramp, lift and differently-abled user-friendly toilet, Screen reading software, etc.

Sports/Games: Various sports facilities are provided to the students within the campus. The college is committed to creating a balanced atmosphere of academic, cultural, and sports activities for the overall development of the students.

Outdoor Games: The College has a common playing ground measuring 137.16m×59.4 mt which could be used for 200mt Track & field facilities, football ground measuring 90m×50m, 18m×9m Volleyball court, 13m×8m Kabaddi court & Kho-kho ground 27m×16m as per college requirements. The college has a 14m×6m badminton court & 28m×15m Basketball court. There are facilities for Shot put, discus, javelin.

Indoor Games: A fully furnished Indoor Games Hall having facilities with Darts, Dartboard, Table Tennis, Chess, Carrom board, Ludo, etc.

Gymnasium: The Administrative building houses a fully furnished Gymnasium Hall is available in the college with motorized & manual treadmills, twister machines, Electric spin bikes, Recumbent

Bike, Leg Extension machines, barbell rods, dumbbells, Weight plates, Inclined Plane, Multi Gym station, etc.

Cultural Activities: The College also encourages students to participate in various cultural & literary activities like E/Wall Magazine Publications, Annual Cultural Function, Freshers' Welcome ceremony, Teachers' Day celebration, Rabindra Jayanti, Basanta Utsav, Annual Sports & Cultural competitions, etc. in which students exhibit their talents.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 32.21

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
55	90	100	85	90

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

Belda College Central library was established in 1963 along with the foundation of this college. This library opened firstly with only 44 books in its stock. This library has been providing its services to the users (like students, faculties and non teaching staff) of this college since 1963. At present this library contains about 30,290 printed books, subscribed 27 printed periodicals (Both Journals and magazines) as on 31st December 2022. Library also provides access to 6000+ e journals and 1,00,000 + ebooks through the membership in N-List INFLIBNET. In 2014 the retro conversion work for the

printed documents was completed and from the year 2015 all the library started its journey in an automated environment by using bar-coding technology. At that time this automation was done in the SOUL 1.0 Software. After that in 2018 a new server machine was procured and installed in the library. Simultaneously, the library also upgraded its automation software from Soul 1.0 to Soul 2.0 and all data migration is done under the guidance of INFLIBNET Centre. After that the library again achieved another remarkable achievement in 2022 i.e. installation of KOHA ILMS in Cloud Server, so that users can remotely search the library catalogue at any time and form anywhere.

Library Automation Software:-

In Offline mode - SOUL 2.0

In Cloud Server - KOHA 21.11.04.001

Library Collection & Purchase Details

Printed Books - Last accession no. 30290 (as on 31/12/2022)

Session	Total No. of Books Purchased	Accession No.		Total Amount
		From	To	
2017-2018	300	27522	27821	Rs. 85,927.00
2018-2019	370	27822	28191	Rs. 112,205.00
2019-2020	775	28192	28966	Rs. 498,667.00
2020 - 2021	174	28967	29140	Rs. 31,186.00
2021 - 2022	1150	29141	30290	Rs. 407,710.00

Printed Journal – 27 as on 31/12/2022 and total subscription cost Rs.89,833.00

e-Books - 130000+ (through NLIST -INFLIBNET), membership renewed every year

e-Journals - 6000+ (through NLIST -INFLIBNET), membership renewed every year

Library Sections for users

1. Circulation Section
2. Reading Room Section
3. e-Zone

Facility or Services for the users

1. Book Issue - Return
2. Reading Room Facility

3. Internet Facility**4. Reference Services****5. Reprographic Service (limited service for those books which are not for home issue)****6. e-books & e-journal services through NLIST-INFLIBNET****7. Library Service for the guest users (eminent persons out of the college) by the permission of the Principal, Belda College.****Library Staff Details****Librarian - Mr. Madhab Mishra****Library Peon - Mr. Kalyan Kumar Pradhan****Library Staff - Mr. Subal Hazra****Library Use Details**

- **Daily Walk-ins last year : 70 – 80**
- **Daily Issue-Return of Books during last year : 55 -60**
- **Daily Page Views in e-Resources (Through Nlist) : 20**
- **Daily e-Zone users : 15 – 20**

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

Response:

The college has adequate IT facilities for learning management and administrative services. The IT facility is well maintained and updated regularly. There are different digital technological facilities available in the college.

Computer Laboratory: Well equipped computer labs are functioning in the departments like BCA, Computer Science, Geography, Mathematics, Physics, B.Voc (Software Development), Commerce etc. of the college. There is also a computer lab for the students of Biological sciences.

Google Workspace for Education: The college registered with Google Workspace for Education. All the teachers are provided with the G-Workspace ID for smooth running of the online teaching and learning process which includes Google Classroom, Calendar, Drive with unlimited storage, Google meet for virtual meeting and sessions, Gboard, etc.

KOHA Online: The KOHA software used by the Central Library has been integrated with the webportal of the college. Consequently, students and teachers of the college may have remote access to the college library holdings. The students can surf through the library holding on the OPAC terminals of the Central Library.

Library Computer Facility: Located in the Central Library, this computer facility with 10 terminals, is for the usage of students for accessing digital resources. Students may access resources through the NLIST programme. Students preparing for competitive examinations may avail this digital unit.

CCTV Surveillance Unit: : The college has deployed an IP based surveillance system containing high resolution cameras installed at all strategic locations in the campus controlled by a central monitoring system located inside the Principal's Chamber.

Wi-Fi & LAN Facility: Wi-Fi Routers are installed for seamless internet connectivity throughout the Campus. The computers and printers of the office are connected through LAN.

IT facility in Departments and Office: Along with Internet Connectivity, all the departments have been provided with basic IT infrastructure like Laptops, Desktops, Printers, Scanners etc.

Software Facility: The departments use open-source and licensed softwares like Scilab, Gnuplot, Sigmplot, Mathematica, 8085 Microprocessor simulator, Ubuntu, Turbo C++, Java, Visual Studio, Oracle, Matlab, Python, Lingo, Wamp server, arcGIS.

Leased Line: A dedicated 50 Mbps leased line connects the Principal's chamber, the General Office, the Accounts Section among others.

High-Speed Broadband: A 200 Mbps sharing line provides high-speed connectivity to all departments, laboratories, libraries, computer facilities.

Biometric Attendance System: Attendance of teachers and staff are closely monitored with the biometric attendance system.

Classrooms and Halls with ICT enabled Facilities: Almost all the departments are equipped with LCD projectors. College has 4 smart classrooms. College has a well-equipped seminar hall and Theatre Hall enabled with ICT facilities like projector. Currently the college equipped with 25 ICT

enabled classroom. In addition to that halls are equipped with mike, speakers and internet connection.

Lecture Capturing System through Virtual Classroom:

The college is equipped with a virtual Classroom which is sufficiently equipped with tools for Lecture Capturing, presentations of audio and visuals. Furthermore, the content is also accessible even after being delivered, an added benefit for those who want a quick refresher, or perhaps did not fully understand the lecture the first time.

File Description	Document
Upload Additional information	View Document

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

Response: 21.79

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

Response: 161

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 35.86

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)

2021-22	2020-21	2019-20	2018-19	2017-18
43.87	53.01	139.68	107.07	123.95

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Government and Non-Government agencies during last five years

Response: 74.8

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2216	3859	3757	2435	2279

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

5.1.2 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Upload supporting document	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: 25.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
1050	942	825	1412	821

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

5.1.4 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload supporting document	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: 24.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
248	285	249	163	116

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

2021-22	2020-21	2019-20	2018-19	2017-18
912	905	864	930	778

File Description	Document
Upload supporting document	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 (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 50.55

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	11	8	9	4

5.2.2.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
26	21	18	17	9

File Description	Document
Upload supporting document	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: 23

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	4	5	5

File Description	Document
Upload supporting document	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: 28

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	38	23	23	25

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:

Belda College Alumni Association came into being on February 25, 2004 by the alumni of Belda College and it became a registered society as Belda College Alumni Association under the Registration of Societies Act, XXVI, 1961 of the Govt. of West Bengal, with the registration number S0011428 of 2019-2020, dated 06.03.20. Since then, it has been playing a vital role in its concern for students' futures, both in their careers and in life. The Alumni Association works for the overall development of students as well as the institution. Many alumni of the college have earned fame in

their respective fields i.e., Politics, Education, Judiciary, Literature, Sports, Music, Agriculture, Business and Industry, Social Work, and Public Speaking. The alumni members closely interact with each other and with current students on issues pertaining to their progression to higher education/employment as well as the development of the college. They share the challenges, and opportunities available to the next generation and advise them in these areas. The alumni of the institution keep contributing to the development of the college by extending both financial and non-financial support.

The activities of the Belda College Alumni Association in the assessment period included the following:

1. **Book Donation**
2. **Placement & Career Guidance Assistance**
3. **Delivery of Alumni Lecture (Department of Geography)**
4. **Participation in Annual Sports Meet**
5. **Participation in Annual Cultural Meet**
6. **Participation in Flood Relief Camp**
7. **Participation in organization of COVID-19 Vaccination Camp**
8. **Participation in Annual Function & Fresher's Welcome Ceremony**
9. **Arrangement of educational tour.**
10. **Submission of feedback with respect to curriculum, teaching, research, and extension activities.**
11. **Participation of Alumni in the extension activities.**

Financial contribution by alumni:

Financial YEAR	Amount of Donation
2017-2018	1,07,000/-
2018-2019	1,12,000/-
2019-2020	1,22,000/-
2020-2021	1,51,500/-
2021-2022	1,55,000/-

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The vision of Belda College is “to transform the institution into a center of excellence in the arena of higher education and contribute to the inclusive development of the country by generating quality human resources.” The college works relentlessly with the mission “to provide quality education to the students and work for the holistic development of the students.” The objective of governance and leadership implemented in the institution is typically to meet its mission, vision, and objectives. The Governing Body takes decisions on finance, education, and infrastructure aspects. The strategic plan, recruitment, and other academic and administrative proposals are scrutinized by the Governing Body. The Finance Committee considers the proposals for expenditure and recommends them to the Governing Body for approval. The IQAC’s responsibility is to ensure quality in all academic activities of the college. The principal acts as a catalyst in translating the ideas deliberated by statutory and non-statutory bodies into realities. The principal regularly monitors the academic and administrative functioning of the institution to ascertain its quality. Academic Council approves the new courses to be introduced, the admissions and examination processes, the implementation of CBCS, reforms in teaching-learning-evaluation, and academic regulations. The college promotes participatory management in decision making by constituting subcommittees and cells with both teacher and student members.

Belda College emphasizes decentralisation and participative management within its administrative and academic practices by involving all members of staff and students through assigning responsibilities at various levels. Committees are set up to address every aspect of education, instruction, administration, culture, sports, and general growth for both faculty and students. The principal and the IQAC create a number of statutory and non-statutory committees that organize various colleges and intercollegiate events. National and international holidays, annual celebrations, memorial days, etc., are all celebrated fervently. Most of the committees and cells are led by a convener, as well as a few other faculty members and a group of students. To encourage creativity and flexibility, the committee's constituent members and programme coordinators are frequently replaced. The cell/committee members meet on a regular basis to discuss and organize the activities. Teachers are included in the IQAC, the Academic Subcommittee, and all other committees and cells within the organisation. Starting with setting the work schedule, syllabus-related activities, identifying and running different certificate programs, and life skills programs, teachers have been given the freedom to suggest other activities, encouraging collaborative decision-making. The college's IQAC is working to create a quality system for deliberate, planned action to enhance the college's academic and administrative performance. The college's departmental academic programmes are all directly coordinated at the departmental level by the department heads. The entire institution assures a system of participative management in which management, staff, and students are all involved in the information flow and decision-making processes.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Belda College has a well-defined organisational structure and governance. The Organogram depicts the hierarchical structure of the administrative system and the place and rank of various committees and cells. The Governing Body is responsible for ensuring effective management on campus. The principal monitors the regular academic and other activities of the college, assisted by the IQAC and Heads of the departments. Among the Statutory Bodies, Governing Body is the authority of planning and monitoring. All the proposals, plans and budgets presented by the PG BOS and statutory bodies like Academic Subcommittee, Finance Committee etc. and other non-statutory bodies are approved by the Governing Body. Academic Subcommittee is the sole authority on academic matters. Finance Committee analyzes and approves the budgets submitted by the departments.

Non-statutory bodies take care of the overall planning and execution of academic, non-academic, co-curricular, and extra-curricular activities. Some of the key non-statutory bodies include the Examination Committee, Tender Subcommittee, Purchase Subcommittee, Building Subcommittee, IQAC, Grievance Redressal Cell, Admission Committee, Cultural Subcommittee, Sports Subcommittee, Internal Complaints Committee, Code of Conduct Monitoring Committee, Library Subcommittee, Anti-Ragging Committee, Career Counseling Cell, Psychological Counseling Cell, NSS Committee, Research Committee, and Canteen and Hostel Committee. Standard Operating Procedures (SOP's) are created for various academic and administrative processes. The recruitment procedure, promotional policies and service rules are as per the rules of the Department of Higher Education, Govt. of West Bengal and the guidelines of UGC for appointments in State-aided colleges in West Bengal.

The institutional perspective plan aligns with the vision and mission of the institution, which are the constant driving factors for improving academic quality policies and strategies. It is effectively deployed to focus on bringing quality improvements to the areas of: 1. Curricular Planning and Implementation 2. Enhancing Academic Flexibility and Capacity Building 3. Teaching-Learning Processes 4. Research, Collaboration and Extension Activities 5. Academic infrastructural facilities 6. Student Support Activities and Student Progression 7. Internal Quality Assurance System 8. Governance, Leadership and Management. After the completion of the 2nd cycle of accreditation in 2015, the college authority chalked out the strategic plan of events and activities for the next five years to support the growth and development in these key areas. One such broad area in which the institutional Perspective and Strategic Plan has been successfully implemented is that of

“Introduction of new courses and programs.” This has been achieved in the assessment period through the deployment of the Action Plan for the following initiatives:

- 1. Introduction of more than 50 innovative Add-on/Certificate/Value-added, and capacity-building Courses by the departments in the last five years.**
- 2. MoUs signed with Industrial sectors for training and curriculum implementation.**
- 3. Introduction of B.Voc. programs in “Medical Lab Technology” & “Healthcare”.**
- 4. Establishment of Research Centre in Natural Sciences to offer PhD programs.**
- 5. Introduction of PG programs in Chemistry, Physics, Mathematics and Geography.**
- 6. Recruitment of a good number of qualified full-time teachers.**
- 7. Enhancement of Infrastructure as per increasing requirement.**
- 8. Upgradation of Laboratory infrastructure.**
- 9. Increase in Library resources.**

File Description	Document
Provide Link for Additional information	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff

Response:

Our institution has established effective welfare measures and Performance appraisal system for teaching and non-teaching staff. Following is the list of existing welfare measures provided by the college to its employees:

I. Teaching Staff:

- **Provident Fund from the time of appointment.**
- **Gratuity on retirement.**
- **Farewell ceremony for the retired teachers.**
- **Felicitation to the Teachers who carried out outstanding research work.**
- **Best Teacher Award for Teachers.**
- **Free tea/tiffin provided to teachers busy in the accomplishment of additional administrative responsibilities.**
- **Vehicle arrangements for teaching staff for attending programs organized by the college.**
- **A parking space facility is given for two-wheelers as well as four-wheelers of staff.**
- **Easy loan facility from Belda College Employees Cooperative Credit Society.**
- **Quick PF loan facility.**
- **Economic Literacy Program**
- **First Aid/ Free Health checkup facilities at Health Unit.**
- **Arrangement of Transport i.e.. car/Bike for official work at Vidyasagar University or Kolkata.**
- **Guest Room Facility for short-time stay.**
- **Casual leave/Compensatory leave, Maternity leave, Earned leave, Medical leave etc.**
- **Teachers' Day Celebration.**
- **Annual excursion at a subsidized price.**
- **Financial support for paper presentations in seminars, conferences, and towards membership in professional bodies.**
- **Help for inclusion in the West Bengal Health Scheme.**
- **Faculty Development Programmes.**

- **Annual Gift to Cooperative members.**
- **Vehicle arrangement for attending programmes at college.**
- **Research facilities in the upgraded research center.**
- **Farewell ceremony for retired teaching staff.**

II. Welfare measures for non-teaching staff:

- **Provident fund at the time of retirement.**
- **Medical expenses reimbursement for self.**
- **Felicitation of retired staff.**
- **Parking Space Facilities.**
- **Free tea is provided to non-teaching staff.**
- **Arrangement of Transport i.e.. car/Bike for official work at Vidyasagar University or Kolkata.**
- **Vehicle arrangement for attending programmes organized by Management.**
- **Easy loan facility provided by Belda College Employees Cooperative Credit Society.**
- **Monetary help for children's education and medical treatment.**
- **Puja bonus, Puja advance.**
- **Quick PF loan facility.**
- **First aid/ health checkup.**
- **Yoga Centre & Gymnasium.**
- **Maternity leave, Casual leave/Compensatory leave, Maternity leave, Earned leave, Medical leaves etc.**
- **Annual excursion at a subsidized price.**
- **Staff Development Programmes.**
- **Annual Gift to Cooperative members.**

Performance Appraisal System:

For the maintenance of quality in Higher Education, the college has introduced a Performance Based Appraisal System (PBAS). For both teaching and non-teaching staff, the IQAC of the college has devised an Annual Self-Assessment proforma. Faculty members submit a self-appraisal form on an annual basis. For the self-appraisal of the staff, an appraisal form is circulated among the staff members. After self-assessment by the faculties and staff, such forms are collected by the IQAC, and deficiencies are identified. Reports of the employees' performances are shared by the IQAC with the principal, who makes further recommendations or talks to the concerned person about improving performance. During the promotion of the teaching and non-teaching staff, such performance reports are taken into account. As and when the teaching staff becomes eligible for their promotion under the career advancement scheme, they present their performance-based appraisal forms in the format prescribed by the Department of Higher Education of the state.

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: 12.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	11	5	4	4

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

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

Response: 56.46

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	58	49	24	24

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	27	26	29

File Description	Document
Upload supporting document	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:

The Governing Body of the College, the Principal, the Finance Committee, and the Purchase Committee work in tandem to mobilise funds and optimally use the resources of the college. After the planning is done for a specific kind of development at the institutional level, initiative is taken to apply to the Government for procuring the fund to carry out the preplanned development. After the fund is received, tendering is conducted by the tender committee for the purchase or construction work, which is looked after by the building committee. An internal / external audit is conducted to check the proper utilization of the received amount of money.

The college primarily mobilizes funds from the following sources:

1. Government Funds: The institution is vigilant in mobilizing funds from various Government schemes and has received Funds from the State Government, Central Government funds such as the RUSA Fund and funds for Bachelor in Vocational Courses. The institution, through its faculty, continues to receive minor/major research grants from the UGC.

2. Non-Government Funds: The institutional leadership takes initiatives to mobilize various resources from industries, generous alumni, parents, sponsors, well-wishers, and philanthropists.

During the assessment period, the college procured resources from the alumni and a fund of Rs 2,33,000/- as donation from individuals and non-Govt bodies.

3. Miscellaneous Sales Proceeds.

4. Interest received on saving deposits

5. Students' fee collection and Self-financing courses.

Belda College has a well-defined mechanism to monitor effective and optimum utilization of available financial resources for the development of academic processes and infrastructure. The college ensures the timely preparation of the budgets for the different units. The funds mobilized are utilized according to the provisions of management and other funding agencies. Utilization of resources is primarily for:

1. Staff Salary
2. Repair and Maintenance of Academic and Physical Support facilities
3. Development of Physical Infrastructure
4. Introduction of innovative teaching-learning practices
5. Conduct of Seminars/workshops by Departments
6. Sports and cultural activities
7. Student and staff support measures
8. Software, Electricity & Internet charges
9. Library resources
10. ICT infrastructure

Belda College has a very strong mechanism for conducting regular internal and external financial audits. The internal audit is conducted once a year, and the detailed report is submitted to the principal of the college. APB & Co., Chartered Accountant Company verifies all the bills, payments, receipts, journals, vouchers of the transactions, records and books, e-statements of the transactions that are carried out in each financial year, including budget estimations, utilizations, cash transactions, bank reconciliation statements, test checks, and verification of the events that happened in the area of financial management.

For external audits, the auditor is appointed by the Department of Higher Education, Govt. of West Bengal. The financial records are audited by a Chartered Accountant at the end of each fiscal year, and the audited statements of income and expenditure and balance sheets are certified. The audit report is submitted to the Dept. of Higher Education. As of now, there are no major findings of anomalies or audit objections.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Having been established in February, 2007, the Internal Quality Assurance Cell (IQAC) of the institution has significantly contributed to institutionalizing the quality assurance strategies and processes. In the assessment period, the key contributions of IQAC in quality assurance and enhancement include: Conduct of regular academic, administrative & environment audit, successful conduct of online teaching-learning during the lockdown period by empowering the faculty members through training, recruitment of a good number of qualified fulltime teachers, holding of staff and faculty enrichment programs, registration of alumni association, introduction of a good number of programs and courses, MOUs with reputed Institutions and organizations at regional and national levels, participation in NIRF ranking, strengthening of mentoring system, intense extension activities, introduction of student-centric teaching-learning methodologies, establishment of IIC and Research Centre in Natural Science, introduction of online feedback system, conduct of seminars/webinars/training programs, and remarkable augmentation of academic and physical infrastructure.

IQAC being the central body within the College monitors and reviews the teaching-learning process regularly. Departments are asked to submit daily records of academic activities at regular intervals. Teachers are asked to maintain academic diary. The IQAC has designed a structured feedback form on teacher's performance, curriculum and infrastructure. To review its teaching-learning process, structures and methodologies of operations and learning outcomes, the IQAC also organizes different kinds of audits like academic audit, administrative audit, financial audit, green and environmental audit etc. The IQAC analyses admission and result related data which are shared with the Principal who takes necessary action for better performance. Based on feedback collected and audit reports, various innovative activities were implemented and reforms were proposed to the management for ratification and implementation. Based on such reports, IQAC took initiatives for introducing enhanced ICT facilities and many add-on or certificate courses.

File Description	Document
Upload Additional information	View Document

6.5.2 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)/ membership of international**

networks

3. Participation in NIRF

4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

Apart from formation of a conducive environment for learning and aspiring to provide quality education to its students, Belda College aims to shape its students into compassionate, responsible & sensible citizens. Consequently, sensitizing its students regarding the issue of gender, gender equity & social justice has been one of its primary missions. The institution acknowledges 'Gender Equality' as one of the Sustainable Development Goals and strives to achieve it through certain practices:

1. Ensuring safe and secure campus with the aid of close circuit cameras installed throughout the campus to keep a vigil eye on all the activities within the college premises.
2. Additionally, no students are allowed inside the campus without showing their Identity Cards issued by the college.
3. Different committees such as Internal Complaints Committee (ICC), Anti – Ragging Committee, Students Grievance Committee and Disciplinary Committee have been formed & are functional to address grievances effectively & ensure the maintenance of decent & conducive atmosphere within the campus.
4. The college has a functional Psychological Counselling Cell which aims to provide emotional, psychological support & guidance to the students in need.
5. A Day Care Centre has been established to provide a supportive environment to the working parents, who are valuable stakeholders of the College.
6. The Women's Cell in association with the ICC organises Special lectures & observes International Women's Day on 8th of March every year to sensitize students.
7. Self-defence programme titled 'Swayam Siddha' has been introduced with the aim of imparting self-defence skills to female students.
8. Introducing Add-on Certificate course titled 'Gender-sensitization' for all the students of the college.
9. Extension activities on Gender sensitization in nearby communities are organised by various departments along with the students.
10. The college has Ladies' common room dedicated for female students which is equipped with a sanitary Napkin Vending machine.

11. The college provides sports & Gym facilities for all its female students within its campus.

Belda College, in addition to imparting knowledge to students also aims to inculcate basic human values among its stakeholders and seeks to maintain a harmonious, conducive environment within the campus. Consequently, the college observes and celebrates days of national/international importance, commemorative days, and celebrates festivals with enthusiasm and passion. All the stakeholders of the institution together celebrate these occasions within the campus upholding unity, peace & harmony both towards human kind & the environment. National Youth Day, Birth Anniversary of Netaji Subhas Chandra Bose as Parakram Divas, Republic Day, International Mother language Day, International Women's Day, Rabindra Jayanti, World Environment Day, International Yoga Day, World Water Day, Earth Day, Independence Day, Birth Anniversary of Iswar Chandra Vidyasagar, Santali Bhasa Vijoy Dibas, Hul Divas, etc. are observed and celebrated each year with fervour, devotion and dedication.

File Description	Document
Upload Additional information	View Document

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting 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
Upload supporting document	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 diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Cultural and Regional:

- ‘Basanta Utsav & Baikalik Adda’ on Doljatra.
- “*Baha* Festival” was celebrated by the Department of Santali.
- “Rabindra Jayanti” Celebration.
- Celebration of “National Youth Day”.
- Saraswati Puja is celebrated on the auspicious occasion of Basant Panchami.
- Organization of International Women’s Day through seminars and Self-defense programmes.
- Raksha Bandhan is celebrated every year.
- Celebration of International Yoga Day on 21st June.
- Teacher’s Day Celebration on 5th September.
- Celebration of Freshers' Welcome, Annual Prize Distribution Ceremony.
- Observance of National Science Day

Linguistic:

- The curriculum permits the students to choose languages like, Santali, Hindi, Sanskrit, Bengali, English etc.
- Celebration of *Santali Bhasa Vijoy Dibos* on 22nd December.
- Observance of International Mother Language Day on 21st February.

Communal & Socio-economic:

- Topics related to human rights, peace, tolerance, harmony, promotion of social values, awareness of environmental protection etc. are added into the curriculum.
- An environment is created in the classrooms and cultural programmes in which the students learn to appreciate the diversity and get sensitized to tolerance and pluralism.
- Extra-curricular activities develop students' attitude for promotion of tolerance and harmony.
- Organization of Vision Detection camp and Thalassemia Awareness Camp.
- Relief work for the Covid affected patients and relief work after "YAAS Cyclone".
- Various departments organized extension activities such as: 'Beti Bachao Beti Padhao', Adult Literacy Drive, Digital Literacy Drive, Dengue Prevention etc.
- Government scholarships for socially marginalized communities.
- Adult Literacy Drive in association with Laudungri Adibasi Loksanskriti Mela to draw awareness primarily among the illiterates and adults on 14th Feb, 2019.

Health:

- Covid-19 Vaccination Camp for students and employees.
- Awareness programme on *Menstrual Hygiene*.
- During the pandemic period, various awareness programmes on Covid-19 and lectures on Caring Mental Health were conducted.
- Organisation of webinars on preservation of environment & sustainability.

Sensitization of students towards their Rights, Duties & Obligations:

- Observance of Republic Day on 26th January.
- Observance of Independence Day on 15th August.
- Observance of Netaji Jayanti (*Parakram Divas*) on 23rd January.
- Celebration of Constitution Day on 26th November.

- Voter Awareness drive is conducted.
- Students' election reflects promotion of democratic values.
- Participation of college students in the National Youth Parliament.
- Social activities, AIDS awareness camps, Tobacco prevention camps, *Swachh Bharat* cleanliness drive are organized by various departments along with NSS units.

Sensitization of Students towards Unity, Values & Responsibilities:

- One-Day Webinar on *Universal Human Values & Professional Ethics for Teaching Personalities* on 12th September, 2021.
- National Unity Day was observed through online essay competition from 31/10/2020 to 05/11/2020.
- Value-Added Course on *Value Education*.
- Awareness programmes and campaigns for students on ill effects of ragging and sexual harassment through ICC & Anti-Ragging Cell, Belda College.
- Awareness programmes for students, teachers and non-teaching staff on rights, duties and responsibilities about the operating codes of conduct at Belda College through Code of Conduct Monitoring Committee.
- Observance of No-Tobacco Day, World Environment Day & World AIDS Day.
- Periodical essay competition on themes like: 'Save Water, Save Life', 'Gandhi and India's Freedom Movement', 'Global Warming and our Future', 'Role Youth in Making of New India'.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE-I**TITLE: USE OF ACADEMIC ERP SOFTWARE IN ADMISSION AND EXAMINATION****Objectives of the Practice:**

- To provide a simpler and efficient system of governance within the institution through the implementation of academic ERP software in admission and examination process.
- To make the admission and examination process transparent, time-saving, students, and college administration friendly.
- To follow the admission guidelines of Dept. of Higher Education, Govt. of West Bengal and affiliating university.
- To cope up with the changing scenario in teaching-learning-evaluation process against the backdrop of the COVID-19 pandemic.

The Context:

Belda College has earned reputation of attracting learners for admission from the well-developed urban areas as well as very remote places of tribal belt. Currently, the institute offers 27 (twenty-seven) undergraduate programs and 6 (six) postgraduate programs, among which 9 departments are offering Ph. D. programs. With a view of extending a transparent, convenient, efficient and cost-effective services to the stakeholders, the institution had introduced the student-friendly online admission process since 2017. After the outbreak of Covid-19 pandemic, all the HEIs in the state have converted admission process as well as examination process into online as per the order of the Govt. of West Bengal. The concept of Academic ERP software in academic admission and examination process, aims not only at achieving operational excellence in the institutions, but also makes its stakeholders the beneficiaries of the system.

The practice:

The college implemented academic ERP software in admission process through the following procedures:

- Conduct of Pre-admission process including online form fill up
- Generation of Merit List
- Payment of Admission Fees
- Fees are tagged with each student automatically semester wise.
- Payment of examination fees through online portal
- Taking final admission
- Generation of Student's I-Card and Registration Data

The college implemented academic ERP software in Semester Examination process for UG and PG programs through the following ways:

- Uploading of Subject wise Question Paper
- Uploading of Answer Scripts
- Registration Card and admit card Generation
- Downloading of the question papers by the students

- **Online Examination for Students**
- **Answer Script Download by the institute for evaluation**
- **Result Sheet Generation and Submission of award list to VU**

For Semester wise PG examination, the following activities were performed through the ERP:

- **Student Login**
- **Download of Admit Card**
- **DR Sheet Generation**
- **Generation of Report Card**
- **Generation of Tabulation Sheet**
- **Submission of Award Lists to the Controller of PG Examinations**
- **Publication of Result**

Evidence of success:

The complete admission process takes almost 10-20 minutes for each student. Payment for admission / examination fees through online takes only 5 minutes to conduct the total procedure. A confirmation mail in respect of admission / examination is generated and automatically sent to the student's given email id.

Problems encountered and resources required:

The students coming from the rural tribal belt of adjoining areas of college have faced problems in online admission and examination due to poor internet facility, lack of smart phone and computer facility. To overcome the obstacle, the institute extended help in the form of creating a good number of Helpdesks and making provisions for computer facility, Wi Fi connection, counselling and assistance for admission and examination.

Cloud-based ERP Software was purchased from Affinity Infosoft. It was the key resource required.

BEST PRACTICE -II

TITLE OF THE PRACTICE:

INTRODUCTION OF NEW ADD-ON/CERTIFICATE/VALUE-ADDED COURSES AND SKILL ENHANCEMENT TRAINING PROGRAMMES

Objectives of the Practice:

- **To make the curricula more sensitive to specific needs in addition to enhancing employability of the students.**
- **To develop students' interpersonal, behavioural and communication skills.**
- **To teach the students effective soft skill & life-skill tools for capacity building and skill**

enhancement.

- To enable students to comprehend the expectations of industry.
- To bridge the skill gap between curricula-based education and making them ready for industry jobs.

The Context:

Belda college has been constantly striving to enrich the curriculum by introducing new subject related add-on or certificate/value-added courses, and skill enhancement courses and programs which may not be directly linked with one's own discipline of study. These courses contribute to sensitizing students to cross-cutting issues relevant to the current pressing concerns at both national and international levels. As a progressive HEI, initiative was taken by the college to offer the students a wide range of value-added courses to choose from according to their interests and inclinations. The need for an employment generating education and development of students for productive living was felt in the normal post-pandemic times.

The practice:

Seventy (70) new add-on/certificate/value-added courses were introduced by different departments during the assessment period. These courses aimed at developing essential theoretical knowledge and practical skills for developing life skills as well as creating income-generating opportunities. In such courses, the curricula have been made sensitive to the preservation and promotion of culture and ethos of our tradition along with exploring ethnic heritage and tribal learning, appreciating gender amity, developing soft skills, health and hygiene. Many courses were designed to meet the requirements of the related subject or discipline. Many courses were offered on emerging areas as well as to meet national, regional and local needs. Such courses were conducted in both online and offline mode.

Evidence of success:

In several courses, the enrollment percentage was high. Many courses were repeated to cater to the students' demands. 73% successful students were equipped for interviews, group discussions & employment generating opportunities that in turn would result in rewarding professions. Students' feedback in various programs reflects the evidence of success though real-life success is yet to be ascertained.

Problems encountered and resources required:

Since a few courses were held online, the major problems encountered were poor internet connectivity & ICT infrastructural constraints, due to the students' locational disadvantages The college provided adequate ICT infrastructure to overcome the difficulties.

The college made arrangement for ICT & Physical infrastructure as well as qualified teachers which were the main resources required.

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

7.3 Institutional Distinctiveness

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

Response:

UPLIFTMENT OF SOCIALLY BACKWARD SECTION & EMPOWERMENT OF WOMEN THROUGH VARIOUS POLICIES, SCHEMES, PRACTICES AND OUT-REACH PROGRAMMES

Mahatma Gandhi once said that *“the greatness of humanity is not in being human, but in being humane.”* Inspired by the visionary leader and bapuji, who, till his death fought for the social and civil rights of the backward sections of the society and keeping in tune with the vision and mission of the institution, that is to contribute to the inclusive development of the country by generating quality human resources through imparting higher education to rural people, women and backward class people, Belda College has been consistently striving to extend assistance to the weaker sections of society including women and enable them to cope up with challenges they face in their daily lives. Similarly, the founder Secretary, Sri Kedar Nath Das also donated his land for the establishment of the college to impart education to the local and socially backward tribal population. Since its establishment in 1963 in a rural setting, the institution has played a pivotal role in changing the socio-economic cartography of its immediate rural stakeholders. For the socio-economic development of the adjoining areas, the college has always put emphasis on female education and promotion of gender-equality and gender-sensitization. Since the college is situated in a tribal belt, it is also committed to empower the marginalised people through education and outreach programs. The two distinct areas in which Belda College has continued its uninterrupted services and assistance include: i) Promoting Gender Equity & ii) Social Upliftment of the Tribal Population.

- 1. Promoting Gender Equity:** Located in a rural and tribal region, Belda College since its establishment has witnessed a gender disparity amongst its student’s population. However, with the passage of time and its evolving vision and mission, the institution has strived to reduce the gender gap and related gender discriminatory practices, promoting education for all and women empowerment. Consequently, the college has witnessed an increase in the enrolment of the female students. The total number of enrolled female students in the assessment period is greater than the total number of enrolled male students. The college offers various scholarship schemes like Kanyashree, Aikyashree, Sarada etc. to attract female students and encourage them to continue and pursue higher studies. Concession in tuition fees is also given to the students so that they do not have to drop out due to financial crisis. Besides, regular awareness camps, programmes are conducted by the college, Departments & the NSS/NCC Units on ‘Beti Padhao Beti Banchao’, ‘Camp against Child Marriage’, ‘Literacy Drive’, ‘Mentrual Health & Hygiene’, ‘Evil of Witch-hunting and untouchability’ etc. The college in collaboration with the District Legal Services Society

organizes programs on “Legal Empowerment to Women and Children”. The institution has also introduced a self-defence training programme titled ‘Swayam Siddha’ for its students with the aim of not only empowering themselves physically but also spreading their knowledge to the surrounding communities. Every year, International Women’s Day is observed with passion and fervour through special lectures, webinars, poster presentations by the Women’s Cell, Internal Complaints Committee and by other interested Departments. An Add-on Course on ‘Gender Sensitization has been introduced by the Department of Sociology with the objective of spreading awareness amongst students about the issues related to gender. The college has a gender-friendly and safe campus with provisions for 24 hrs’ security staff and CC TV surveillance. A Ladies’ Common room is dedicated only for the female students. The common room is equipped with a Sanitary Napkin Vending Machine. Additionally, the college also has a Gym and Sports facility for all students, irrespective of their social identities. We have notable women alumni who have made significant achievements, like Abha Khatua, Heptathlete who represented India in the Asian Games in the Shot-Put event, Sushmita Pal, who won the best player in the Indo-Nepal Kho-Kho Tournament 2022, Jaba Hembram (National level singer), etc.

2. **Social Upliftment of the Tribal Population:** To translate its mission statement of working for the development of tribal population and imparting quality education to the backward class people of the neighbourhood, the college introduced UG Hons & General programmes in ‘Santali’ language for promotion of tribal language and literature. Culture of the indigenous socially backward people is promoted through celebration of events such as Bhasha Vijoy Divas, Hul Divas etc. The college has established SC/ST Cell, OBC Cell, Minority Cell to help the socio-economically downtrodden people. To encourage the tribal pupils for higher studies, the college provides hostel facilities for boys and various scholarships like Swami Vivekananda Merit Cum Means, Free ships and Concessions in Tuition fees to the socio-economically disadvantaged students. During the COVID-19 period, in the session 2020-21, all students were provided concession in their tuition fees. Furthermore, the college has been active in extending different types of support during COVID-19 lockdown period to the local neighbouring community. Awareness programmes in the immediate neighbourhood communities have been organised through miking & leaflet distribution. On 9th October 2020, Belda college arranged a programme in its campus for distributing relief items & protective gears to the residents of the neighbouring 3 villages namely, Ashram Para, Bandh Para & Deuli Maddhya. About 500 residents were provided with the relief & safety kits & were educated on all the vital COVID-19 protocols. The programme was telecasted on ‘Update Bangla News’ channel. Distribution of Covid-19 essentials & Relief articles was organised on 02/06/2021 among the YAAS cyclone affected distressed population in the coastal areas of Digha & Mandarmani. Outreach program was organised in the flood-affected area of Khakurda on 24/09/202, where more than 1000 affected people were reached and relief provided. In the assessment period, more than 500 outreach programmes & extension activities through community services like Digital literacy drive, adult literacy drive, awareness on the use of digital payment system, AIDS awareness, Covid awareness, ‘Evil of Witch-hunting and untouchability’ and Health & Hygiene Awareness related programmes were organised by different departments and NSS/NCC units in the neighbourhood communities in the last five years.

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

5. CONCLUSION

Additional Information :

The college has a plan to augment infrastructural facilities as well as creation of more teaching and non-teaching posts by adopting suitable measures in near future. Focus is also on the increase of the usage of green energy for a sustainable environment. The college has plans to introduce more PG programs in both Arts and Science subjects and also B.Ed and B.P.Ed programmes. Initiatives will also be taken to set up a Research Centre in Humanities and Social sciences in the coming years. Launch of an International Science Journal with international Editorial board is also in the pipeline. The college has excellent NSS activities, good NCC programmes and sports achievements. Certainly, our institution would march forward with the fortified resolve of implementing the true spirit of NEP 2020 by offering an education system that would contribute directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to the learners, and thereby helping India realize its vision of transformation into a global knowledge superpower.

Concluding Remarks :

In the post-accreditation period, the institution has adopted several quality enhancement measures in consonance with the recommendations of the IQAC and PEER Team Report. The college has expanded both in academic way and through upgradation/development of its infrastructural facilities. The college had introduced several Add-on/ Skill enhancement courses as well as four PG courses in Physics, Chemistry, Mathematics, Geography in the assessment period. The pandemic period witnessed successful integration of online teaching-learning in the institution's education system. Measures were adopted to strengthen successful introduction of online feedback collection system. More than forty qualified Assistant Professors and more than twenty state-aided college teachers were recruited in the last five years. The college has started offering PhD Programmes by setting up a Research Centre in Natural Science with necessary approval and affiliation from Vidyasagar University. Initiative has also been taken to launch an International Science journal from the Research centre. Excellence has been achieved in both Student Support/Progression and implementation of e-Governance. The IQAC has come forward with its proactive role in planning and implementation of numerous quality enhancement strategies, the success of which is reflected in the college's mounting popularity as the destination centre for higher education and its varied audit reports. The college has also kept maintaining its green and clean campus, thus providing a conducive atmosphere of learning. However, the 3rd cycle of assessment and accreditation by the NAAC is being envisaged to help the institution proceed further in the path of further development and quality enhancement.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. <i>Number of actual students admitted from the reserved categories year - wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>450</td> <td>838</td> <td>736</td> <td>676</td> <td>795</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>446</td> <td>770</td> <td>692</td> <td>649</td> <td>741</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1346</td> <td>1324</td> <td>1335</td> <td>1406</td> <td>1393</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1346</td> <td>1324</td> <td>1335</td> <td>1406</td> <td>1393</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	450	838	736	676	795	2021-22	2020-21	2019-20	2018-19	2017-18	446	770	692	649	741	2021-22	2020-21	2019-20	2018-19	2017-18	1346	1324	1335	1406	1393	2021-22	2020-21	2019-20	2018-19	2017-18	1346	1324	1335	1406	1393
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3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>6.67</td> <td>2.36</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	1	6.67	2.36	2021-22	2020-21	2019-20	2018-19	2017-18																									
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0	0	1.00	6.67	2.36
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Remark : DVV has converted the value into lakhs.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	17	13	0	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	17	10	0	4

Remark : DVV has made the changes as per shared report with ISBN.

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) 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/ Red Cross/ YRC etc., year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	59	102	69	82

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	48	76	51	57

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<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>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18					
2021-22	2020-21	2019-20	2018-19	2017-18							

125	161	280	480	258
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
125.00	161.00	280.00	480.00	258.00