SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SILIGURI B.ED. COLLEGE

BARAMOHAN SINGH JOTE P.O. KADAMTALA PS- MATIGARA DIST-
DARJEELING
734011
http://www.siliguribedcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- **Situated in the wonderful landscape of North Bengal where the mountain Himalaya touches the plain, Siliguri B.Ed. College was established on 28th August 1989 under the affiliation of the University of North Bengal to fulfill a long cherished dream of people of this region. Prior to its establishment there were already 4 B.Ed. colleges for the students of North Bengal, one at Darjeeling (mainly for hill students) and others at Cooch Behar, Jalpaiguri and Raiganj. In response to the proposal for the establishment of a new B.Ed. College (Ref: Director of Public Instruction, W.B Memo No. 767-Trg. dated 31.07.1989) to cope up with the acute admission problem following a political unrest in Darjeeling district, the-then Governor of West Bengal through the office of the Deputy Secretary, W.B (Ref: No. 672-Edn (CS) 10 M-4/89 dated 08.06.1990, with the concurrence of the Finance Dept. vide their U.O. No.Group B 1634 dated 29.05.90) granted the opening of the college as a special case for the academic session 1989-90 based on temporary affiliation under NBU. As per the decision of the Organising Committee, the institution started initially in the morning shift of nearby Narasingha Vidyapith with some voluntary retired teachers. Ultimately the college started functioning in its own building in 1990 . Since then, this college has been serving as one of the premier Teachers' Training Colleges not only of North Bengal but the entire West Bengal also. Since 2017 the college came under the West Bengal University of Teachers Training, Education Planning and Administration (WBUTTEPA), now renamed as Baba Saheb Ambedkar Education University (BSAEU). It is also recognized by the National Council of Teacher Education (NCTE). Due to its locational uniqueness the college is blessed with trainees belonging to a rich multilingual and multicultural background, namely Bengali, Hindi, Nepali, Gurkha, Sadri, Kuruk, Rajbanshi etc. which adds more colour and hue to the overall activities of the college. The college is known for its academic excellence and social commitment. Almost all the trainees have secured 70% marks in University Examination in the last five years. Prior to the introduction of the grade system, trainees of this college have always secured high**

ranks in the University Examinations. Most of the alumni are well established and at present serving successfully in various professional sectors.

- With an coverage area of nearly 1.77 acres of land, the College is well connected with Siliguri town, Siliguri JUnction, North Bengal Medical College, North Bengal University, Bagdogra airport etc. Situated under Atharokhai Gram Panchayat area, this co-educational college has an intake capacity of 50.

Vision

OUR VISION

To meet our state's growing need for efficient and committed learner-centered teachers who make education accessible to all without consideration of caste, creed or gender.

Mission

Our Mission

- To demonstrate: learning How to Learn.

- To mold teachers who are knowledgeable and compassionate in their professional practice , creative and reflective in designing and assessing classroom performance ,and who are guided by a sense of social and ethical responsibility to the students and wider society.

- ·To enrich our classroom practices with the best of current research in teaching ,learning and classroom planning.

- To impart value – oriented education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Location

- **Comfortable weather, near to Siliguri with easy transportation facility and connecting student population of hill and plain;**

- **Diverse student population coming from various parts of West Bengal and beyond giving rise to a healthy multi-cultural, multi-linguistic, multi-religious community;**

- **Green-audit certified green campus with herbal garden and indigenous trees;**

Infrastructure

- **3-storied academic building and 2-storied Women's Hostel on its own leased land;**

- **Adequate infrastructure including ICT-enabled academic facilities and laboratories, fully automated library, supporting set-up for various academic and cocurricular activities, support for inclusion like- wheel-chair, ramp & rail, vending machine, own big play-ground protected by boundary walls on all sides, etc. catering to diverse needs of trainees;**

- **Parallel well-functioning online platform for conducting all academic and cocurricular activities at place since the pandemic resulting in a more potent blended-mode approach at present;**

- **Protected by 24/7 CCTV surveillance;**

- **ICT-enriched campus with 33 desktops, 15 laptops, 1 Tab, 8 Projectors, Sound-systems, Speakers, Separate Wi-Fi for office, teachers' room, library & student use etc;**

Administration

- **Decentralized with student involvement in all possible sections;**

- **Regular internal audit;**

Teacher

- **The college has a rich, dynamic, energetic, updated and potential faculty able to cater to even higher level of education;**

- **6 Ph.D. holder among faculties including Principal and Librarian. Rest 3 faculties continuing Ph.D. All regularly publish in books and journals;**

Trainee

- **Multicultural, dynamic, committed, potential future teaching force**

Teaching-learning

- **Effective mentor-mentee system including internship and need-based counselling;**

- **CBCS (semester) system;**

- **Various co-curricular activities to promote multi-cultural, multi-linguistic, ICT-based, holistic development of trainees;**

Community Outreach

- **Regular community outreach activities like Blood Donation Camps, Free Health Camps, Environmental awareness campaigns, Gender sensitization programs etc;**

Online activities

- **Complete online mode- Admission, Resource sharing, Library access, e-resource;**

- **Blended Mode – Cultural activity, Seminar, workshop, training,**

Teaching-learning-evaluation;

Student Progression & Support

- **Regular progression to higher studies and qualifies competitive examinations;**

- **Placement Cell (competitive exam free-coaching, career counselling, placement information, placement assistance);**

- **Regular successful placement;**

- **Ragging-free campus;**

- **Functioning Grievance-redressal Cell, Gender-sensitization committee, Anti-ragging committee;**

- **Promoting research and publication;**

- **Registered alumni association;**

- **Government scholarship and Student-credit-card;**

- **Fees concession to needy students;**

Publication

- **College registered to RRRNA for ISBN;**

- **Multiple ISBN publications**

Institutional Weakness

Location

- **Locational disadvantages (Panchayat area);**

- **Distance between college and affiliating university is too far for smooth official functioning;**

Infrastructure

- **Hostel accommodation is not available for male students;**

- **Staff accommodation is not available;**

- **Space problem in Library;**

- **Infrastructure in the college do not have enough facilities for the differently-abled persons;**

Administration

- **Inadequate non-teaching staff in office and library. No recruitment in permanent post for a long period;**

- **No funding from the government for a long time;**

- **Financial activities dependent on fees collected from students;**

Teacher

- **Permanent posts remain vacant;**

- **Inadequate financial support for research activities;**

Teaching-learning

- **No provision for participation in construction, review and evaluation of uniform B.Ed. curriculum framed by the affiliating university;**

- **Even following bi-lingual approach does not satisfy needs of students coming from various linguistic background (Nepali, Hindi and different tribal languages and dialects);**

Student progression and Support

- **Students shifting towards other career options due to less opportunity in government teaching jobs;**

Institutional Opportunity

Location

- **Endless possibilities accounted by rich and diverse cultural heritage;**

- **Being located near prime institutions like NBU, NBMCH, and others, our institution has a bright scope to initiate MOU or exchange programs;**

Infrastructure

- **Construction of new building for opening new course/unit and library as college has its own vacant land;**

- **Solar panel as an alternative source of energy using vast open rooftop;**

- **Moving towards complete plastic-free campus as already reached a reduced use of plastic by awareness and modified practices;**

- **New vermicompost pit by using vacant space as we have a practice of separating bio-degradable solid waste;**

Administration

- **Implementation of Integrated office management software to coordinate all types of official records and works;**

- **MOU with other institutions at horizontal and vertical level using potentiality of our highly qualified and skilled faculty members also providing our trainees a diverse exposure to resources including experts of other institutions;**

Teacher

- **More engagement with research-oriented work;**

Trainee

- **To channelize the diverse potentiality to achieve the holistic development of the society;**

Teaching-learning

- **Involving students in self-study courses via online resource platform already available;**

- **Starting of new vocational course like Communicative English, Life-skill Education, ICT related courses etc using varied expertise and skills of our faculty members;**

- **Arranging value-added courses to uplift our trainee's moral, ethics, values and related skill;**

- **Involving alumni more in academic and cocurricular ventures through active guidance;**

Community Outreach

- **Continuing and expanding present survey and awareness works by means of good relationship and support of local administration;**

Online Activity

- **Organising more special lectures by experts from outside using our potent ICT infrastructure;**

- **Involving alumni scattered in different parts of the world by online mode;**

Student Progression & Support

- **Arranging more campus interview through placement cell;**

- **Arranging more free coaching classes by faculty and alumnus;**

- **Extending already existing mentor-mentee system to include regular guidance and counselling;**

- **Involving professional counsellor, yoga sessions with expert, periodical health check-up by physician for psychological counselling;**

- **To install Sanitary Napkin Incinerator ;**

- **Arranging gender-sensitization program in internship schools periodically by our faculties and trainees;**

Publication

- **Publish books regularly using available ISBN;**

- **Starting own Journal publication.**

Institutional Challenge

Location

- **As our college ground is the only available open ground in the locality, it gets damaged several times due to over-use by the community;**

Infrastructure

- **Expansion of physical facilities by constructing much needed new building is not being possible due to financial constraints as no funds received from the government for a long time;**

Administration

- **As most of the non-teaching staff of office and library have retired and no new recruitment has taken place, it has been a challenge to run all official and library work smoothly;**

- **Unhealthy comparison with private colleges offering fees reduction and flexible college hours;**

Teacher

- **As a part of a training institute, teachers have to be engaged in different types of academic and co-curricular activities, getting limited time and financial support from administration for research-oriented activities;**

Teaching-learning

- **As most of our trainees come from the rural and remote areas, many of them haven't basic knowledge of ICT that creates a challenge in the process of further learning. There is also a hindrance to communicate with the trainees coming from various linguistic background;**

Community Outreach

- **Lack of spontaneity of local community to participate in any awareness program is a constant hurdle;**

- **Scarcity of funds and requirement of lengthy official processes hinder many noble initiatives;**

Online Activity

- **Inadequate fund is a challenge to develop further set-up for online activities;**

Student Progression & Support

- **More funding needed for creating more support facilities for differently abled trainees;**

- **Academic Bank of Credit account related details are ready but not being used as the system is not initiated by affiliating university;**

Publication

- **Compelled to collect cost of publication from the authors in absence of financial support.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being the first among the seven assessment criterions, curricular aspects focus on institutional planning, reviewing, revising the curriculum and adapting the same to the given context. The college abides by the curriculum as framed and directed by the affiliating university, Baba Saheb Ambedkar Education University (BSAEU) and recognised by NCTE. So, there is seldom scope for the college authority to plan or revise curriculum on its own. Yet the college takes every possible step to adapt the curriculum contextually by arranging field studies in nearby tea gardens, organizations etc. and conducting various community outreach programmes relevant to the local setting and needs. The college has been giving maximum importance on formulating academic decisions taken by the Academic Council and Teachers' Council, and implementing the same after getting approval first from IQAC and finally from GB. Accordingly, the institutional planning for curricular and co-curricular activities, and time table (both general and remedial) are framed based on the academic calendar as well as the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as provided by BSAEU. These get reflected in curriculum transactions also to make the trainees acquainted with the goals they want to achieve after going through the course. Along with the conventional classroom teaching, other modern

approaches e.g. constructivist, learner-centric, activity based and experience-oriented ones are followed emphasizing on practical and library work. Extensive use of ICT enabled transactions are judiciously integrated by the maximum use of smart boards, virtual classroom and LCD projectors regularly in the teaching-learning process to make the curriculum transactions more holistic and effective. Internal assessment is done periodically with utmost transparency and proper feedback. Micro Teaching, Simulated Teaching, Team Teaching, Cooperative learning, Peer-learning, School/Field study projects, School Internship are properly planned and implemented to prepare the future teaching force emphasizing on perfection and skill. Institution maintains a regular feedback system about curricular aspects from almost all the stakeholders and evinces further improvement based on feedback. The institution has no provision for value added courses or self-study courses as of now, but plans to include such courses in its future plan.

Teaching-learning and Evaluation

In this criteria details of student enrollment profile details, measures taken to honour student diversity, catering to diversified students' needs, details of teaching-learning process, mentoring system, competency and skill development, internship details, teachers' profile, evaluation process, SSS etc. have been provided. It starts with average enrollment percentage of students during the last five years including reserved categories (SC, ST, OBC). At the induction programme entry level data of newly admitted trainees are collected to address the diversities in terms of background, potentialities and learning needs. Accordingly the college caters to diversified needs through continuous mentoring, counselling, feedback, tutoring, remedial class, collaborative tasks and multilingual transactions.Teachers use ICT-based appropriate teaching-learning strategies including participatory learning, problem solving methodologies,experiential learning and encourage trainees for optimum use of ICT in all learning experiences, practicum,internship etc. Following the academic calendar (BSAEU) and institutional planning, mentoring is provided to improve skills and competency; to foster creativity, innovativeness, intellectual skills, empathy, communication and life skills; to acquaint trainees

with recent developments in the field of educational theory and policy. Trainees are trained to organize and participate in co-curricular activities including cultural, sports and community outreach programmes. In doing so, local needs and student diversity in terms of language, region, culture, individual differences, creativity etc. are given optimum importance. Internship, being very vital for a teacher training program, is meticulously planned and executed following phases like selecting schools, contacting school heads, assigning mentors and group leaders for each team , visiting schools, effective monitoring and supervising classes etc. Details about teachers, their qualification, teaching experience and their professional upgradation are given. Continuous internal evaluation plan with proper guidance, scope for library work, field work, hand on activities,ICT resources, feedback mechanism, remedial support given and grievance redressal related to examination is followed for CCE. The final section justifies the connection between stated PLOs and CLOs and teaching learning process, attainment of professional and personal attributes explaining how their entry level needs are catered to.

Infrastructure and Learning Resources

Under this criteria , the infrastructural facilities of the institution for Teaching- Learning purposes and their utilisation processes are described. The adequate infrastructure of the college assists in smooth running of the teaching-learning process offering smart classrooms with audio system, two multipurpose halls, well equipped laboratories (all pedagogy subjects), ICT Lab, Psychology Lab, sports field, Gimnasium, Womens' hostel, computing facilities, LCD projectors, support system to differently abled, Fire Safety measures, water purifier, biometric attendance, Generator, etc. The process of infrastructure augmentation during the last five years is also elaborated. The next section focuses on the college library, rich in terms of quality of resources and services. Being fully automated with the facility of remote access, it runs a separate website. The library has subscribed to e-resources through the N-LIST consortium since 2010. All teachers and users, as members of the library, use the library regularly to meet their academic and other requirements. The

library purchases, downloads National Policies and other related documents on education regularly. The following section describes ICT facilities including WiFi, Student – Computer ratio, Internet bandwidth available in the institution. The ICT facility of the college is being updated regularly. This year also, the college purchased new laptops, LCD projectors, speakers, projector screen, laser pointer, tripod, bluetooth microphone and LAN connector. The total campus has the facility of free Wi-fi, of which the library, office, and staff room have separate routers. Jiofi also provides wifi to the whole campus and surrounding areas under the MOU with the college. Internet bandwidth is 300 MB/ps. The next section explains percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years and the closing section is on the systematized procedures followed by the institution for maintaining and utilizing physical, academic and support facilities such as laboratory, library, computers, classrooms, etc. All the vital decisions regarding renovation, purchase or maintenance and services of the library, laboratory, etc. are taken first by different sub-committees and forwarded to the IQAC, Purchase subcommittee and Finance subcommittee and finally to the GB for approval and issuance of the work order.

Student Support and Progression

This criteria projects the institutional initiatives for capability building and skill enhancement for trainees in academic, technical and organizational aspects and various other initiatives including workshops to facilitate in preparing and presenting seminar papers, career and personal counseling etc. Other student support facilities offered by the institution include vehicle parking, separate common rooms for boys and girls, gymnasium, recreational facility, first-aid facility and medical assistance, book bank, pure drinking water, women's hostel, canteen, separate toilets for boys and girls etc. The college has a Grievance Redressal Cell to frame institutional policy, hold regular meetings, address relevant grievances as early as possible etc. Institution provides additional support to needy students by giving concessions in tuition fees/hostel fees based on verified and authentic proof. Next section reports about students' progress to higher education or placement. The rate of progression of the passed out trainees to higher education is quite satisfactory, though the rate got hampered during the lockdown due to the fatal waves of

the Pandemic. The college has a well functioning Placement Cell maintained by the Placement Cell Officer. A whats app group has been formed for sharing all placement related information, vacancies, notifications etc. Free coaching for competitive exams like Primary TET, SSC is provided via the college online platform. The status of placement of the passed out trainees both in teaching and others is highly satisfactory. The next section shows trainees' active participation in college functioning.The student council is formed following the Govt. norms in a democratic manner. The council is headed by the GS and AGS who usually become the members of GB and IQAC respectively, and divided in various subcommittees to perform various roles as participants, organizers, volunteers, anchors, rapporteurs etc.throughout the year. The following section focuses on the establishment, functioning and contributions of the Alumni Association to the holistic growth of the institution. The Alumni have been actively engaged in delivering talks, lectures, plantation and other cultural programmes. Being widely placed in most of the renowned schools across North Bengal, they also act as school mentors during school internship programmes.

Governance, Leadership and Management

This criterion reports how institutional governance reflects effective leadership from HOI and participation from teachers and non-teaching staff help in maintaining compatibility with the stated vision and mission of the institution . Decentralization and participative management of the institution play the pivotal role in achieving good governance. Transparency is reflected in all financial, academic, administrative and other functions under the constant monitoring of Academic Council, Teachers' Council, IQAC and finally GB. Various subcommittees are formed with teachers as conveners for smooth functioning and assistance the institutional planning. GB, IQAC and other cells/committees/councils are formed following strictly the prescribed norms with student representatives as members wherever required by norms. The college Governing Body (GB) is the ultimate decision-making including finance authority. Institutional planning and budget is prepared and placed at the GB meeting and planning is implemented only after getting final approval by GB. All the institutional bodies try to achieve perfection in their formation, framing policies under administrative guidance, defining service rules and

functioning procedures. The various bodies / cells / committees conduct regular meetings and implement the resolutions, subject to the approval of the authority. For a better and systematic functioning, the institution has developed a well organized Strategic Plan to be followed and abided by for all. E-governance is implemented in Finance and Accounts, Student Admission and Support, Examination System, Biometric attendance for staff and students. Welfare and professional enhancement of staff is also taken care of. The institution extends financial support in some cases and career augmentation opportunities. The institution has a performance appraisal system for teaching and non-teaching staff to maintain quality of the institutional workforce. Institution conducts internal or /and external financial audits regularly with proper maintenance of the record keeping system. Appropriate utilization of research grants and other funds are done following official procedure. The college bursar and the Finance subcommittee looks after all financial matters. The college has started doing the Green Audit recently.IQAC assures the quality environment in the college to facilitate and optimize the functioning of all academic, official and other activities. It frames an action plan and budget at the beginning of each session and evaluates the extent of achievement at the end.

Institutional Values and Best Practices

This criteria explains how the institution carries out its social responsibility through thoughtful and effective use of natural resources. As per the institutional Energy policy given in the website, multiple energy conservation measures are practiced by the faculty, staff and trainees of the institution. At present the institution does not have provision of solar alternatives but inspection has been done from the end of the state government based on the application by the institution. Institution also has a policy of waste management on a small scale such as segregation of waste into different garbage cans, regular disposal of waste, E-waste management in an environmentally friendly manner etc. To meet the demand for water, the college has reservoirs/tanks for uninterrupted water supply. For water management two covered leach pits have been constructed. Preserving water

and economical usage of water through closing taps and reducing wastage through tank overflow is encouraged. Institution undertakes every possible means to maintain its lush green campus blessed with trees, plants and medicinal herbs to offer a pollution free, clean, green and healthy campus environment with proper sanitation not only to staff and trainees but to the community as well. Powered by its Green Policy and Green Audit procedure the college encourages use of bicycles / E-vehicles, walking on pedestrian friendly roads, reducing the use of plastic and paper. Situated in a Panchayat area, the college makes full use of the local environment, situational knowledge and resources, community practices and meet the   challenges as well. Institution acts as a chord between the trainees and the local community by conducting a series of social awareness and community outreach programmes over the years which justifies why these to be considered one of its best practices. Another best practice is providing continuous guidance and orientation for research oriented activity for trainees through the organization of seminars, workshops etc. to facilitate them for participation in various platforms and publications. Institution also motivates that the trainees, staff and other stakeholders should adhere to the "Code of Conduct" to be intrinsically disciplined resulting in understanding the true meaning of education.

Research and Outreach Activities

This criteria focuses chiefly on the research work pursued by faculty members and average grants received for research projects from government and / or non-government agencies for the last five years.One faculty member completed one ICSSR sponsored MRP during this period. The institution provides in-house support to motivate teachers in the form of granting study leave for research field work, internet facilities and infrastructural facilities, organizing internal seminars and interactive sessions on research.This section also describes in detail about the college's own publication, and also individual publications by faculty members in journals and books with proper evidence for each case. Among the existing faculty members, six including the Principal and Librarian are PhD holders, the rest three are pursuing their

PhD work. Faculty members have a fair number of publications in journals (mostly peer-reviewed), books etc. Some faculty have published in UGC CARE listed journals, some have edited volumes, especially during COVID period. Since 2010, the college has registered its name as a publisher in the International Standard Book Number agency and engaged in publication work. Since then, the college has six books (seminar proceedings) with ISBN. All the books (Full pdf), project abstracts have been uploaded on the college website. Another discussed area is outreach activities which form an integral part of the B.Ed. curriculum in general and 3rd semester in specific.This criterion authenticates in detail how the institution promotes and facilitates outreach programmes and motivates learners to consider these activities not only a part of the curriculum but responsibility towards the community as well. The college organizes programmes like "Swachch Bharat" (experience-based activity), "Aids awareness" (lecture/extempore) , "Yoga" (practice, lecture etc.), "Gender Sensitization" (rally, street play, poster making, in-house lectures, international webinar, college's own publication) etc. This criterion also records that two faculty members received awards and special honors/recognitions. The college has signed an MOU to facilitate trainees' placement opportunities. The collaboration and linkages section projects friendly relationships and healthy collaboration of the institution with local and internship schools and community, resulting in making this training a comprehensive experience for all.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SILIGURI B.ED. COLLEGE
Address	BARAMOHAN SINGH JOTE P.O. KADAMTALA PS- MATIGARA DIST-DARJEELING
City	SILIGURI
State	West Bengal
Pin	734011
Website	http://www.siliguribedcollege.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Bibhuti Bhusan Sarangi	0353-2581566	8900284340	-	drbibhuti70@hotmail.com
IQAC / CIQA coordinator	Rituparna Basak Dasgupta	0-3532581566	9832324347	-3532581566	ritunbu@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	The West Bengal University of Teachers' Training, Education Planning and Administration	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	28-08-1998	View Document
12B of UGC	28-08-1998	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
NCTE	View Document	29-05-2015	102	validity is permanent if the institution confirms to the NCTE norms

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	BARAMOHAN SINGH JOTE P.O. KADAMTALA PS-MATIGARA DIST-DARJEELING	Rural	1.77	1751.571

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	BEd,Education	24	Graduation	English,Bengali	50	50

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	3				2				14			
Recruited	1	0	0	1	0	0	0	0	5	3	0	8
Yet to Recruit	2				2				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

02-01-2024 01:00:17

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				16
Recruited	13	2	0	15
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	2	1	0	3
Yet to Recruit				4

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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	3	0	1	0	0	6
M.Phil.	1	0	0	0	0	0	2	0	0	3
PG	1	0	0	1	3	0	4	0	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

02-01-2024 01:00:17

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	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	12	0	0	0	12
	Female	38	0	0	0	38
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years		Year 1	Year 2	Year 3	Year 4
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	2	2	4
	Female	8	9	9	7
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	2	3	2	3
	Others	0	0	0	0
OBC	Male	0	0	3	2
	Female	0	0	6	7
	Others	0	0	0	0
General	Male	4	8	3	8
	Female	31	26	23	17
	Others	0	0	0	0
Others	Male	0	1	0	1
	Female	2	1	1	1
	Others	0	0	0	0
Total		50	50	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As decided by CHOIC and Pak "interdisciplinary analysis, synthesises and harmonises links between discipline into a coordinated and a coherent hole." The vision statement of the college is: "To meet the State's growing need for efficient and committed learner-centred teachers who make education accessible to all without considerations of caste, creed or gender". The mission statement of the college is: "To demonstrate how to learn" with the following objectives: To mould teachers who are knowledgeable and compassionate in their professional practice, creative and reflective in designing and assessing classroom performance, and who are guided by a sense of social and ethical

	responsibility to the students and wider society. To enrich our classroom practices with the best of current research in teaching, learning and classroom planning. The college, with the afore stated vision, mission and objectives, endeavours ceaselessly to train a group of enthusiastic, competent and dynamic student educators to serve the society in general and the arena of education in particular. As the college is directed by the affiliating university, BSAEU (WBUTTEPA) there is seldom scope for curriculum modification on behalf of the college. The university offers one course namely, 1.1.5 "Understanding Discipline and Subjects" for 1st semester which is dedicated to multidisciplinary approach to education. However, the college endeavours to integrate various learning experiences and activities within the prescribed curriculum to provide all necessary skills, competence and experiences required to become an ideal citizen in general and an ideal teacher in particular. The cocurricular activities are carefully designed as to provide a holistic environment leading to multidisciplinary and interdisciplinary education. Situated in the rural area under Atharokhai Gram Panchayat the college is ever committed to its responsibility towards the adjacent multicultural community. The college has been conducting social and community awareness on relevant and contemporary issues consistently over the years. Various community extension services and programmes are held. The college ground is made accessible to the local community for cultural fairs, festivals, games and sports, health awareness etc. Except the 3rd semester Internship and pedagogy subjects offered in the 2rd semester in the course 1.2.7A rest of the courses incorporating all aspects of education in a holistic manner for the Page 6/82 17-10-2023 04:28:31 Annual Quality Assurance Report of SILIGURI B.ED. COLLEGE trainees including individual seminar presentation, group presentation (course 1.1.5). The trainees participate in the cultural and other programmes equally and wholeheartedly in a panel discussion as well as direct involvement through field visit. irrespective of their discipline, caste, creed and gender. No discrimination in any form are allowed. This may be considered as one of the best practices.
2. Academic bank of credits (ABC):	As our institute understands the importance of

	Academic Bank of Credit (ABC), the institution keeps a regular record of trainees' final semester marks and credit points. As the input of such data is dependent on the affiliating university's uniform portal, the gathered data cannot be uploaded till date without access provided by the university. Data bank is prepared for collaboration. All the faculty members are continuously oriented and advised to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. Students of the institution are made aware of the ABC facility and encouraged to open the Academic Bank Account on the ABC portal when told to do so. Institution has partially started its information management system and ready with all the data required to register under ABC at institutional level.
3. Skill development:	a. This teacher training institution always aims at developing diverse skills among trainees related to teaching as well as skills for improving self. Last year a workshop for preparing TLMs, for making crafts as well as a pre-seminar workshop for developing research and research paper writing skills were organized. b. Trainees developed their self-learning and ICT skills with the help of Computers in this Page 7/82 17-10-2023 04:28:31 Annual Quality Assurance Report of SILIGURI B.ED. COLLEGE institution's virtual classroom, IT classroom. Trainees also learn the preparation of PPT for their assignments and make soft-copy of reports for surveys and other programs. c. The Institution tries to develop skills among trainees in collaboration with several institutions like North Bengal Science Centre (workshop on TLM making), other colleges (workshop on art in education) and institutions oriented towards competitive examination preparation. Some of the Good practices maintained by the Institution are as follows:- Morning Assembly, Meditation and Yoga, Gardening, Observation of Days of National Importance, Observation of Birth-anniversary of Eminent Personalities Indoor & Outdoor games etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college adheres to the uniform curriculum proposed by the university. Yet our institution explores every possibility to integrate Indian languages and culture through C-1.1.4, C-EPC-1 and language-based pedagogy papers. Teachers dealing

	with all the courses are encouraged to deliver their lecture and prepare their study materials in bilingual format. As our institution houses trainees of various mother language backgrounds, in practice teachers have to transact the syllabi in multiple languages simultaneously. Apart from teaching trainees about Indian classical and tribal cultures in paper EPC-2, they are given hands-on experience of the same through practicum and workshop. It has become a practice in this institution to involve trainees in various traditional cultures in various co-curricular activities, through performing and visual arts. We encourage students to selfstudy about lost and forgotten languages, to learn about local eminent heroes. Specifically, we respect and encourage study the history and culture attached to various Indian language and regions. We involve students in various programs like Jana-jati Gourav Diwas, International Mother Language Day etc and make them gather knowledge by themselves to make poster, presentations etc.
5. Focus on Outcome based education (OBE):	Outcome-based education is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by the end of the course.There is no specific style or time limit of learning. The student can learn as per their choice. The faculty members, moderators, supervisor and instructors guide the students based on the target outcomes. The various OBE programs share an emphasis on changes to the entire educational system, observable and measurable student performance or student outcomes, and the assumption that all students can learn. There is no single grading system that is common to all programs, nor is it a necessary feature of OBE that traditional letter grades be abandoned. But it is true that some programs, such as micro-teaching, internship, and preparation of teaching learning materials. Students in these programs may be given grades of Incomplete until they succeed. Our college provided so many opportunities for Outcome Based Education (OBE) in respect of the NPE-2020. The parameter of OBE is given below: 1. Brings clarity among the teachers and students 2. Every student has the flexibility and freedom of learning in their ways. 3. There is more

	than one pedagogy subject of learning. Reduces comparison among the students as everyone has a different target 4. Completely involves students taking responsibility for their goals 5. All trainees involved with teaching-learning procedures for developing teaching skills. 6. Give opportunities for future careers like the placement cell. The college will provide more facilities in future for OBE. 1. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. 2. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020.
6. Distance education/online education:	At present there is no provision for offering vocational courses through ODL mode by the institution. The college is planning to start such courses in the near future. Earlier B.ED. programmes through ODL mode offered by IGNOU and NSOU existed. After the unexpected outbreak of the Pandemic the teaching-learning mode has undergone a sea change. Overnight the entire system had to be converted to online. But the institution took every possible effort not to compromise with the quality of teaching-learning process. Following the call of "Work from Home" faculties became engaged to conduct classes initially via google meet, and whats app for those trainees who could not arrange high data packs shortly. Later the college created its own online platform as Google classroom where teaching (with the extensive use of PPT), discussions, sharing e resources, giving and collecting assignments took place. Micro teaching skills, simulated teaching, internship etc. were also conducted and supervised by mentors via online. Two webinars were organized- one at national level another at international level, one virtual symposium was organized. After the reopening the institution followed blended learning also. Two semester trainees were coming to the college by rotation to avoid mass gathering and online classes were arranged for those who attended classes from home. No single observation day was left out. All significant days such as the College Foundation Day, Teachers' Day, Independence Day, Republic Day, International Mother Language Day were observed with active online participation of trainees. They never felt disconnected with the college. Thus the college has converted the sudden

switching over to online mode as its strength, not as a hindrance. This may be considered one of the good practices. After the reopening the institution went to offline mode in the teachinglearning process but the faculty members continued sharing ematerials and other necessary documents, giving and receiving practicum and assignments, submitting PPTs etc. Almost all classrooms and laboratories are well equipped with LCD projectors, free Wi-Fi systems etc. Outstation resource persons facilitate learners via online mode. For example, during Pre-Seminar Workshop on "Research Methodology and Paper presentation" Dr. Bishwajit Sen, Associate Professor, Vidyasagar Teachers' Training College, Midnapore and Dr. Pranab Krishna Chanda, Former Registrar, WBBUTTEPA have oriented trainees with online lectures. Faculty members and alumni members have facilitated trainees for various competitive examinations via online classes organized by the College Placement Cell.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NO
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?	N.A.
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.	N.A.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,	N.A.

publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	
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.	NIL

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
95	97	96	93	96
File Description			**Document**	
Institutional data in prescribed format			View Document	

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description			**Document**	
Letter from the authority (NCTE / University / R			View Document	
Institutional data in prescribed format			View Document	

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	16	16
File Description			**Document**	
Institutional data in prescribed format			View Document	
Central / State Govt. reservation policy for adm			View Document	

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
48	49	47	46	50

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
48	49	47	46	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
56.84	73.35	33.06	83.22	77.03
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 49

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

Siliguri B.Ed. College is a Teachers' Training Institution (B.ED.) affiliated to Baba Saheb Ambedkar Education University (BSAEU) erstwhile the West Bengal University of Teachers' Training, Educational Planning and Administration (WBUTTEPA) and recognised by NCTE (ERC). The college abides by the curriculum as framed and directed by BSAU as well as NCTE. So, there is seldom scope for the college authority to plan or revise curriculum on its own. Yet the college takes every possible step to adapt the curriculum according to its local setting and needs.

The institution periodically reviews and adapts the prescribed curriculum to meet the needs of local context in its Academic Council meeting. For this purpose, the teacher educators try to inculcate among the trainee teachers, qualities of being a good teacher who would be capable of handling local students' needs. The institution inculcates professionalism in students by maintaining strict discipline during the academic year and especially during practice teaching sessions, through individualized attendance register and comment book for each school. The institution organizes excursion and community outreach activities to generate a quest for lifelong education in trainees. For fulfilling the educational aims and objectives the institution draws up an Institutional Planning based on the University provided academic calendar for each session. This plan is made for each semester and has a detailed outline of the theory and practical classes to be held, the probable date of excursion, co-curricular activities and sports etc.

Located in the rural area near Siliguri under a panchayat, the college since its inception, has always been committed to its responsibility to the local community. Every year the college conducts some social awareness programs to enhance community awareness, to enable the trainees to be aware about their responsibilities towards the society and to assess both the advantages and disadvantages of the concerned area.

The college also endeavours to organise various curricular as well as co curricular activities to fit into the prescribed curriculum. Apart from the chalk and talk method, other modern methods including extensive use of ICT enabled transactions are integrated in the teaching-learning process. Smart boards, virtual classroom and LCD projectors are utilized on a regular basis to make the curriculum delivery more holistic and effective. Learner-centric, activity based, experience-oriented approaches are followed with emphasis on practical and library work. Micro Teaching, Simulated Teaching, Team Teaching, Cooperative learning, Peer-learning, School/Field study projects, School Internship programme is done with an aim to train the aspiring trainee- teachers equipped with teaching skills and leadership qualities. The Principal and mentor teacher-in-charge of internship schools talk to the Head of the internship schools to discuss the plan of internship, and intimate the schools about the beginning day of internship. During the internship, trainees are instructed to participate in all school-based activities apart from the class teaching.

File Description	Document
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1.   Faculty of the institution

2.   Head/Principal of the institution

3.   Schools including Practice teaching schools

4.   Employers

5.   Experts

6.   Students

7.   Alumni

Response: C. Any 3 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 100

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

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

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

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

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 0

1.2.2.1 **Number of Value – added courses offered during the last five years**

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

File Description	Document
Data as per Data Template	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 0

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

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

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

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

02-01-2024 01:00:17

File Description	Document
Data as per Data Template	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Institutional Planning

After admission the first interaction with the trainees takes place during the Induction Programme in the presence of the Principal and all staff to know about newly admitted trainees' basic information, aptitude, hobby etc. It is also taken under consideration the reason for their joining this course. It helps the college to design the curricular and co curricular activities and learning experiences accordingly. The institutional planning for curricular and co-curricular activities, and time table (both general and remedial) are framed based on the academic calendar as well as the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as provided by BSAEU.

Balancing the Declarative and Procedural Knowledge

The institutional planning makes a judicious combination of both "knowing that" and "knowing how" to create a dynamic and knowledgeable teaching force to serve the societal needs. These get reflected in curriculum transactions also to make the trainees acquainted with the goals they want to achieve after going through the course. Along with the conventional classroom teaching, other modern approaches e.g. constructivist, learner-centric, activity based, and experience-oriented ones are followed emphasizing on practical and library work. The curriculum has been specifically designed to provide adequate exposure to understand the qualities and role of a teacher; familiarize with the philosophical, sociological and the psychological bases of education and also the importance of interdisciplinary education and collaboration with

other peer teachers.

Skill Development

To enhance their teaching skills modern techniques and methods such as micro teaching, simulated teaching, teaching internship as prescribed in the syllabus are followed. ICT enabled teaching-learning-evaluation system is given maximum importance.

Values and Attitudes

Active participation in webinars,seminars,symposium etc. and celebration of nationally and regionally significant days like Independence Day, Republic Day, Teacher's Day, World Environment Day, International Women's day, International Mother Language Day, International Yoga Day, Birthday and demise day of Gurudev Rabindranath Tagore, Rakhi bandhan utsav, etc. and outdoor experiences through sports, field visits, social awareness and community outreach activities etc. enable the trainees to inculcate all required values, skills and knowledge required to become ideal and responsible citizens empowered with all round development, the essential quality for an ideal teacher.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

According to the prescribed syllabus the B.Ed. trainees are deputed to various govt. schools of nearby locality for one month in second semester and next four months in third semester to implement and enhance the learnt teaching skills from real school experiences. They are also given theoretical knowledge on Development of school systems,Functioning of West Bengal Board of Secondary Education, Assessment systems, Norms and standards etc, during the B.Ed. course. During the internship of 2nd semester, trainees are oriented and acquainted with the overall working pattern of the school for example,morning assembly, time table construction, classroom teaching, evaluation system, school administration, maintenance of attendance register, conduction of mid - day meal, co curricular activities, campus cleanliness, hygiene and sanitation etc. The third semester trainees undertake a four months teaching internship programme usually commencing on and from the first day of the month of August to the last day of November. During this period the trainees have to prepare at least 60 learning designs duly approved by the subject teachers prior to execution in the real classroom situation. During this time they collect a holistic concept regarding teaching profession and school functioning both theoretically and practically.

During the 4th semester, trainees learn about the functioning of various Boards of School Education and functional differences among them in C-1.4.8B. The trainees also evaluate and prepare a report of the existing WBBSE, WBCHSE, ISCSE, ISC and CBSE curriculum at different levels to gain knowledge about diversities in the Indian school system. The trainees who have studied under boards other than WB Board are asked to share their knowledge regarding curriculum and evaluation systems of such boards during class interactions and induction programs.

The concept of norms and standards are introduced to the trainees in theoretical form during 2nd semester (C-1.2.9 and C-1.2.7A) where they learn about norms of a test, validity, reliability and many related concepts. The practical experience is achieved when they construct achievement tests for and evaluate the objectivity of such tools in their

practicum. While constructing Achievement tests in respective subjects the trainees also have to construct a blueprint of achievement tests keeping in mind the norms and standards.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Being a teachers' training institution, the main aim of our college is to produce professionally skilled teachers for the future society.For this purpose they are given opportunities to gather various experiences related to their profession. The institution aims to enable trainees to develop understanding regarding the interconnectedness of diverse learning engagements and teaching as a professional field. The trainees are made aware about the process through which theoretical aspects of B.Ed. curriculum form the basic framework for practicum activities, and how practicum helps in self-experiencing and assimilating these theoretical concepts to real life professional situations. Interconnectedness and interdisciplinary concepts are introduced at the very beginning of the B.Ed. course, in the 1st semester, by establishing the connections between different branches of education (C-1.1.5) and how this correlation gets reflected in real teaching situations.

During the 2nd semester the trainees are also made aware about interconnectedness between micro-

teaching skills, practice of teaching skills (C-1.2.3) and pedagogy subjects (1.2.7A). Trainees understand that the former two are practical versions of the latter and it helps them to integrate the theory and practice. Moreover, the concepts and knowledge of child psychology gained in 1st semester (C-1.1.1) are interconnected to the practice teaching during the school internship in both 2nd and 3rd semester. This prior knowledge is useful for trainees as they should be aware about a child's mental state before transacting their lesson. The concepts of educational management learnt in 2nd semester is also essential during the internship while managing activities both inside and outside of the classroom. The concepts of evaluation learnt in 2nd semester (1.2.9) are essential while constructing achievement tests in the pedagogy paper courses. The concepts of different types of curriculum taught in 2nd semester help the learners to improve the classroom transaction keeping in mind hidden, latent and null curriculum (all of which bear significant importance). The knowledge of special needs children in 4th semester (1.4.10)helps trainees to connect it with optional papers such as Guidance and Counselling (1.4.11) where the problems of special children are discussed and proper interventions are taught. The ICT course (1.4.EPC3) provides practical hands-on-experience with computers and soft skill development which helps the trainee teacher in preparing assignments, practicum and innovative classes during practice teaching.

During the internship of 2nd semester, trainees are oriented and acquainted with the overall working pattern of the school for example,morning assembly, time table construction, classroom teaching, evaluation system, school administration, maintenance of attendance register, conduction of mid - day meal, co curricular activities, campus cleanliness, hygiene and sanitation etc.

During the 3rd semester internship they collect a holistic concept regarding teaching profession and school functioning both theoretically and practically. Apart from these, participation in diverse teaching-learning situations, curricular and co curricular experiences, community services, social awareness initiatives etc. enrich them with all possible kinds of exposure needed to be an ideal teacher.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.

Structured feedback is obtained from

> **1.Students**

    2. Teachers
    3. Employers
    4. Alumni
    5. Practice teaching schools/TEI

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 100

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any additional link	[View Document](#)

2.1.2

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

Response: 90.2

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

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

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 3.6

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

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

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

After admission the first interaction with the trainees takes place during

the Induction Programme in the presence of the Principal, the faculty members, The librarian and Office staff . Trainees' basic information, aptitude, hobby etc. are known during the individual interaction session. It is also taken under consideration to know from the trainees the reason for their joining this course. It helps the college to design the curricular and co curricular activities and learning experiences accordingly. The Continuous and Comprehensive Evaluation process helps the faculty to identify slow and advanced Learners. Extra and Remedial classes are conducted to overcome their learning difficulties. Advanced learners are motivated to participate in other advanced programmes or courses. All are encouraged to attend webinars/ seminars, symposiums, special lectures etc. Academic support is provided through library services and online learning resources.

Apart from orienting the entrant about the multiple facets of B.Ed. programme,the institution has started to conduct an aptitude test during the induction programme.The objectives of this test are to find out:

- Can he/she logically analyze and structure information to reach alternative solutions ?

- Can he/she follow the right approach to problem-solving?

- Can he/she efficiently complete a task ?

- Can he/she communicate effectively in verbal and written language Whether the entrant conforms to the specifics of teaching profession?

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 11.88

2.2.4.1 **Number of mentors in the Institution**

Response: 8

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

The main objective of teaching-learning is to achieve all round development for the trainee teachers. Apart from conventional classroom transaction and chalk and talk practice, other multiple approaches are integrated within the teaching-learning process.

Participative learning mode (form of a reflective teaching), is followed by teacher educators to instill confidence and positivity, and also to ensure desired overall development of the trainee teachers. In this institution trainee-teachers are motivated through various participative methods such as multicultural activities, co-curricular activities, community outreach programmes, debates, discussion and seminars, publication of college wall and annual magazine, physical development activities, and teamwork during field/ school visits and educational tours etc. Our educators create opportunities for self-assessment and peer- assessment which improves the structured learning process.

Problem solving methodologies are used during classroom teaching

transactions which help in developing good study habits, analytical, critical and generalization abilities, and in transfer of learning. The trainees learn to identify and define the problem.The educators use a variety of examples to make the trainees understand the problem in respective courses. During internship the trainee teachers single handedly undertakes several initiatives to ensure better coordination between the school and their institution. Through these methods trainees learn how to act in new situations and solve future classroom problems.

Experiential learning which focuses on the learning process of the individual, is one of the most effective teaching methods used by our faculty members. Some examples of experiential learning organized in our institution are educational tours following 3rd semester curriculum and field visit (ecological, historical and economic places). Trainees get the most important exposure of experiential learning opportunities during the internship programme of four months where trainees experience real classroom situations. Trainees are equipped with all necessary micro-teaching skills to complete school internship programmes successfully.

Apart from this, trainees gain a lot of enriching teaching experiences when they participate in various social awareness, gender sensitization and other community outreach programmes Blood Donation Camp, road rally for Women's Education and Empowerment, poster making competition on relevant social issues, debate, discussion, seminar etc. on gender sensitization and so on. Through these programmes trainee teachers gain a better understanding of course material; develop insight into their own skills, interests, passions, and values; avail opportunities to collaborate with diverse organizations; develop positive professional practices and skill, self-confidence and leadership skills. ICT in the teaching learning process is used rigorously by all faculty members. During lockdown following the fatal waves of Pandemic, ICT enabled teaching-learning continued with the help of available technologies such as Google class room, Google meet, You tube etc.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

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

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 95

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

There is a well planned mentoring system in the college, where teachers act as academic mentors as well as counselors.Teacher Trainees of our college are divided into groups under mentors who encourage and nurture mentees under their guidance (to enjoy learning, taking out time to listen to what they have to say, and imparting a sense of belongingness in the classroom) which helps them to be successful and develop team spirit.

Following the curriculum designed by BSAEU, the trainees are introduced to the Micro Teaching Skills in C-1.2.3 and practice these skills under the supervision of mentor teachers of various pedagogy subjects. They also undertake a one month school internship programme to be oriented and acquainted with the school system. Prior to the 3rd semester internship trainees are equipped with all necessary micro teaching skills in simulation mode where both the mentor and the peer group play a very vital part in participating the process and giving proper feedback.During the school internship the trainees have to prepare at least 60 learning designs duly approved by the subject teachers prior to execution in the real classroom situation.The trainees undertake teaching internship programmes in selected Government schools (situated in Shiv Mandir and Bagdogra) based on diversified linguistic needs.

The list of schools and list of trainees under internship at each school are prepared by the academic council. For each school two team leaders from the trainees and one or two mentor teachers are selected. The Principal and mentors monitor and look after the entire internship programme on a regular basis. If trainees face any kind of problem/ difficulty during internship mentor teachers try to solve the matter on an urgent basis. The concerned mentor teachers supervise the classes taken by trainees. The supervision takes place through a series of interconnected stages such as checking and approving the learning designs, visiting the practical classroom situation, taking notes in observation sheets specifying the acquired as well as required skills of teaching and providing proper and suitable guidance to facilitate the effective teaching learning process.

Faculty members provide mentorship in all possible forms. During the Students' Week programme, resource persons oriented trainees about mental health issues to handle professional stress, use of ICT-enriched teaching-learning processes in contemporary education systems.

For a better understanding about research paper presentation and writing, a three-day workshop was organized on 5th, 6th and 8th April,2023 where both internal and external resource persons facilitated trainees of the college. In the International seminar on "Emerging Trends in Indian Education and Culture" organized by the college on 28th April,

2023 trainees presented papers under the mentorship of faculty members and papers got published in the college publication.

Diversity is nurtured through active learning, Group learning, Group discussions, individualized feedback, and independent learning. Consistent communication, practice of cultural and religious sensitivity, freedom and flexibility in the teaching learning environment, acknowledgement of individual differences, bilingual interactions in the classroom, rich teaching learning materials in Bengali and English, provide ample space for respecting student diversity.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.7

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

Response:

Being a teachers' training institution the college has always fostered all round development among trainees through encouraging creativity, original and innovative thinking, critical thinking, social skills, debates, games and sports etc. apart from academics by engaging them in following quality initiatives:

Curricular Initiatives

Along with conventional methods and approaches, constructivist strategies and out of the box thinking are encouraged among faculty and trainees during the teaching learning process to nurture and motivate their creativity and innovativeness. ICT based multilingual approach has been made mandatory. Critical pedagogy is used frequently to enhance the intellectual and thinking domains of the learners. Other opportunities like field visits, educational tours, institutional visits and internships are organised to facilitate the overall skill development of the trainees. Working in small groups and pairs, peer based learning and tutoring, language games, poster making etc. are followed.

Co-curricular Initiatives

Trainees are encouraged to participate in various co- curricular activities

besides their academic and curricular activities inside and outside the college.The trainees often learn how to work for a common goal, thus developing a sense of responsibility in them. It increases the level of confidence and also teaches them how to co-operate and work with people in different conditions. They learn to face the challenges that will come in their professional life. For example, the wall and annual magazine of the college. A wall magazine provides a platform of collaborative group work encouraging maximum participation in an educational setting to project their creative, literary and artistic excellence of creative writing based on a common theme. The magazine subcommittee takes the initiative to publish a wall magazine annually focusing on a relevant and contemporary issue like "Environmental Awareness", " Overcoming Darkness", "Journey of Women through Ages" etc. Themes are carefully chosen to reflect theoretical knowledge obtained from this course. Innovativeness in every aspect of the magazine- its external appearance, decoration and presentation of content are undertaken by trainees under the supervision of the teachers in charge. The trainees come up with relevant themes and ideas out of which the best one is finalized in the meeting of the magazine subcommittee. Thus skills of reflective thinking, problem solving etc. and communication are nurtured and nourished to the optimum level. This also encourages the trainees for further publication. Cultural activities increase opportunities for social interaction and help in building new relationships. These activities are generally group-oriented which have students from different niches and gives them a chance to know more about people of different passions and cultures. Interaction among trainees helps in development of interpersonal skills of students. Sustained involvement in more than one activity reflects the talent and potential of the trainee teachers. The value and enjoyment resulting from cultural activities, also gives our trainee teachers a chance to develop important life skills such as creativity, confidence, self discipline, effective communication and the ability to work in teams.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: B. Any 4 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**
2. **Field exploration**
3. **Hands-on activity**
4. **Preparation of term paper**

5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The chief goal of the college is to train the trainees in such a way so that the trainees are properly equipped with all desired skills and competence required for teachers of the future society.

According to the BSAEU curriculum, the trainees of second and third semester have to undertake a one month and four month school internship respectively. The institution organizes the program in the following ways:

- **Selection of schools for internship:**

For the internship of 50 trainees five designated Government schools under WBBSE are selected. Based on the linguistic variety and residential proximity of the trainees, Bengali, Hindi and Nepali/English medium schools situated in Shiv Mandir and Bagdogra are selected. Prior to that, trainees are asked to give options for the schools.. The list of schools and list of trainees under internship at each school are prepared by the Academic Council.Change in allotment of schools is only made in special conditions.

- **Informing the schools:**

After preparing the school wise list of trainees, the Principal discusses the matter with the Heads of the schools and informs the same officially.

- **Orientation of trainees prior to the internship:**

Discussions and special lectures are organized to acquaint the trainees about the functioning of school systems under WBBSE. Before the internship begins, an orientation programme is conducted for the trainees to discuss roles and responsibilities of trainees during the program, and how to take peer feedback and mentors' feedback. For each school two group leaders from the trainees and one or two mentor teachers are selected. Group leaders act as a chord between the practice teaching school and the College during the internship.

- **2nd Sem. internship:**

During this period the trainees are oriented and acquainted with the overall working pattern of the school, for example, morning assembly, time table construction, classroom teaching, evaluation system, school administration, maintenance of attendance register, conduction of mid - day meal, co curricular activities, campus cleanliness, hygiene and sanitation etc.This internship programme usually takes place in the month of April/May.

- **3rd Sem. internship:**

The third semester trainees undertake a four months teaching internship programme usually commencing on and from the first day of the month of August to the last day of November. During this period the trainees have to prepare at least 60 learning designs duly approved by the subject teachers prior to execution in the real classroom situation. The Principal and mentors monitor and look after the entire internship programme on a regular basis. If trainees face any kind of problem/ difficulty during

internship mentor teachers try to solve the matter on an urgent basis. The concerned mentor teachers supervise the classes taken by trainees through a series of interconnected stages such as checking and approving the learning designs, visiting the practical classroom situation, taking notes in observation sheets specifying the acquired as well as required skills of teaching and providing proper and suitable guidance to facilitate the effective teaching learning process programme.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 9.6

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 5

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**

4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

According to the BSAEU curriculum, the trainees of second and third semester have to undertake a one month and four month school internship respectively. The institution adopts the monitoring mechanism to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers in the following ways:

- **Role of teacher educators: During the school internship the trainees have to prepare at least 60 learning designs duly approved by the subject teachers prior to execution in the real classroom situation.The list of schools and list of trainees under internship at each school are prepared by the Academic Council. For each school two team leaders from the trainees and one or two mentor teachers are selected to look after the internship programme and address problems faced by trainees.The Principal and mentors monitor and look after the entire internship programme on a regular basis. The**

concerned mentor teachers supervise the classes taken by trainees. The supervision takes place through a series of interconnected stages such as checking and approving the learning designs, visiting the practical classroom situation, taking notes in observation sheets specifying the acquired as well as required skills of teaching and providing proper and suitable guidance to facilitate the effective teaching learning process. Mentors visit the internship schools for supervising the trainees during internship programmes and a minimum of five classes of each trainee is observed, supervised and assessed by them. Other mentor teachers also visit for class observation.

All supervisors leave comments/observations/suggestions in the comment book of individual trainees for further improvement.

- **Role of school principal:** After preparing the school wise list of trainees, the Principal discusses the matter with the Heads of the schools and informs the same officially. Trainees sign in their allotted attendance register kept in the school principal's office. During the one month school pre- internship programme trainees are introduced with the school system e.g. morning assembly, time table construction, classroom teaching, evaluation system, school administration, maintenance of attendance register, conduction of mid - day meal, co curricular activities, campus cleanliness, hygiene and sanitation etc. School principals monitor these activities.

- **Role of school teachers:** The experienced school teachers allot the portions of the syllabus to be taught, help them to frame their time table, cooperate with them by providing textbooks and other required materials,and provide feedback in the feedback form if correct strategies are not followed.

- **Role of peers:** As internship programmes are held in teams, peers help and cooperate with each other to make it a success. Prior to the 3rd semester internship trainees are equipped with all necessary micro-teaching skills in simulation mode where both the mentor and

the peer group play a very vital part in participating in the process and giving proper feedback.

All the stakeholders of the internship programmes are provided with enough opportunities to discover and bring out the best among the trainees.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)
Any other relevant information	[View Document](#)

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 50

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 75

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 6

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)
Any other relevant information	[View Document](#)

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 11.75

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

Response: 94

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

The faculty members of the college make continuous efforts to keep themselves updated professionally in numerous ways:

- **In-house discussions**

IQAC in consultation with the Academic Council, Teachers' Council etc. initiates in-house discussions to improve the knowledge and skills of the faculty and trainees' learning outcomes. Observations of various significant occasions such as World AIDS day, International Yoga Day, International women's Day, International Mother Language Day, World

Environment Day and so on help the faculty and trainees to remain updated about the recent happenings. In such programmes IQAC tries to adhere to the themes declared by the International Organizations such as WHO, UNESCO etc. In most of such in-house programmes, presentations by some concerned faculty members, special talks by invited resource persons, presentations by trainees, quiz competitions, debate etc. are organized. Meetings of IQAC emphasize on how to improve the quality of initiatives to facilitate the human resource of the college.

- **Seminar participation and publication**

All faculty members are engaged in participation, presentation of papers and publication in national and international seminars organized by the college and other institutions/organizations. Some faculty members act as invited speakers, resource persons, chairpersons etc. at various seminar sessions organized by both the college and other institutions.

- **Adaptation to new technology**

The pandemic and its lasting ill-effects required all the teachers updating themselves to cope up first with the online mode and then with the new normal situation. All faculty members opened their own google classroom in which teaching-learning-evaluation continued without any hampering. PPT has been an inseparable part of teaching-learning both prior to and after Pandemic. A good number of webinars, one symposium, online cultural and academic activities have taken place during the lockdown period. No outsourcing or hiring has been done in conducting live programmes.

- **Upgradation of qualifications**

One faculty member has been awarded a Ph.D. Three more faculties are pursuing their Ph.D work. One faculty member has taken admission in PhD. One faculty has completed RC and OP to fulfill CAS requirements he has applied for. Almost all are engaged with research and individual

publications. Several Faculty Development Programs on "Empowerment in Online Teaching, Learning & Evaluation for Combating Covid-19 Pandemic Situation", online workshops on "Python Computing", "MOOCs, e-content Development and Open Educational Resources","Effective Use of ICT & E-Content Development", "Statistical Analysis Using SPSS", "The Role of ICT in the Development of Massive Open Online Courses (MOOCs) in Higher Education" etc. were attended and completed by the faculty members.

- **The college publication**

The college has published two books titled "Looking at Gender through varying Lenses' ' and "Emerging Trends in Indian Education and Culture" edited by the faculty members of the college.

- **The college on social media platform**

The college has two YouTube channels and a facebook page maintained by the librarian and one faculty . In one channel all academic programs, seminars etc. and community outreach programs including social awareness programmes are uploaded and regularly updated. In another one all cultural programmes are uploaded and regularly updated.

Important links:

https://youtube.com/@siliguribedcollege2926?si=X05dAC6Ygrcf0Kuq

https://youtube.com/@siliguribedcollegelibrary8219?si=NpSFQDW-mNzeGCYn

https://www.facebook.com/siliguribedcollege?mibextid=ZbWKwL

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The basic purpose of internal evaluation is to get the feedback about the learning outcome of trainees for improving their performance.The Continuous Internal Evaluation System is conducted following the university guidelines in the following ways:

- **The college follows criteria laid down by BSAEU for the internal evaluation system. The college displays all the circulars regarding examinations on notice boards and whatsapp groups from time to time. The faculty informs and explains the continuous evaluation system, its objectives and paper patterns to trainees at the beginning of each semester and during practicum classes. The faculty provide extra guidelines and counseling to trainee teachers.**

- **The College Examination Committee finalizes the dates within which the internal assessment including viva to be conducted and dates within which the marks are to be submitted to the office.**

- **Each department follows formative (CCE) evaluation in various forms such as tutorials, group discussions, peer group collaboration etc. Special care is provided for slow learners and poor performers through remedial teachings, individual mentoring etc.**

- **Trainees are given assignments in every course taught along with the submission guidelines. Feedback is provided for future improvement.**

- **As per the assessment students are given suggestions for further improvement.**

- **During PowerPoint Presentations trainees are guided how to enhance their communication skills.**

- **Microteaching demonstration classes are also evaluated by method teachers to monitor the development of teaching skills in trainee teachers. Peers give verbal feedback during micro-teaching, simulated demo classes before internship and practice teaching classes prior to internship to enhance teaching skills among trainees.**

- **After the outbreak of the pandemic and lockdown mentors arranged online classes for guiding trainees. After the reopening in a neo-normal situation, faculty members encouraged learners to adopt a blended mode of education.**

- **The marked answer sheets are given to the trainee teachers followed by a detailed discussion by the concerned evaluators to give them the opportunity for further improvement.**

- **Special and remedial tests are taken for slow learners.**

- **During school Internship a lot of assessment is done on the basis of internal evaluation. Internal Evaluation of Interns is evaluated by the Mentor, Method teacher and Principal/ Head of the Institution to assess the progress during practice teaching sessions.**

- **Group discussions, class tests etc. are also taken as a part of CIE.**

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

    1.**Display of internal assessment marks before the term end examination**

2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The college follows criteria laid down by BSAEU for both the internal and external evaluation system. The college displays all the circulars regarding examinations on notice boards and whatsapp groups from time to time. The faculty informs and explains the continuous evaluation system, its objectives and paper patterns to trainees at the beginning of each semester and during practicum classes. The faculty provide extra guidelines and counseling to trainee teachers.

At the Institution level, Examination committee is formed in the IQAC meeting to look into examination related matters and problems, if any.

For external Examination:

- **The college does not have any mechanism for grievance redressal of its own in terms of university examinations. It abides by the rules and regulations as framed by the affiliating university.**

- **Before the examination, there are some Common grievances of trainee teachers such as late application form filing, non-receipt of admit card of examinations or wrong entries in the same. In either case, grievances are communicated to the University Examination Section and resolved at its earliest. College supports the trainee teachers to fill the Examination form, make payment and download admit cards for examinations.**

- **If any trainee is not satisfied with the marks obtained in the said examination he/she may apply for reassessment. The college office makes all necessary paperworks needed in this regard and forwards the case to the university for final decision.**

For Internal Examination:

- **The college has a dedicated email id to receive grievances from the students. The Principal takes immediate action if a complaint is received. No such grievance has been received till date.**

- **The College Examination Committee finalizes the dates within which the internal assessment including viva to be conducted and dates within which the marks are to be submitted to the office.**

- **Each department follows formative (CCE) evaluation in various forms such as tutorials, group discussions, peer group collaboration etc. Special care is provided for slow learners and poor performers through remedial teachings, individual mentoring etc.**

- **In case of sudden illness during the examination, first aid is given to the trainees, and if necessary, are taken to the nearby hospitals.**

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Internal examination schedule is prepared as per the university BSAEU (erstwhile WBUTTEPA) guidelines and norms.

- **Before the commencement of each academic year the college prepares its own institutional planning containing a detailed schedule of working days, events and co curricular activities to be organized and tentative dates of examination based on the the university guidelines and norms.**

- **A copy of the same is published on the college website and pasted on the college notice board to inform the trainees and other stakeholders regarding the nature of activities which are scheduled for the semester. Trainees are handed over the trainees an academic booklet containing all activities with a tentative date /period.**

- **The academic booklet also contains the guidelines for the pattern for submission of assignments, seminar presentation, group presentation, practicum writing.**

- **It also provides the basic format for preparing Learning Design of pedagogical subjects, execution schedule for both micro teaching and teaching internship programmes.**

- **The academic calendar displays the tentative examination schedule of the university also. However the final schedule is provided by the**

University prior to the examination. This schedule is posted in the trainees' group, college notice board and website.

- **The Academic council in consultation with IQAC and Teachers' Council initiates this academic plan and ensures that a strict adherence to the same is maintained by all the faculty members. The College Examination Committee finalizes the dates within which the internal assessment including viva to be conducted and dates within which the marks are to be submitted to the office.**

- **Each department follows formative (CCE) evaluation in various forms such as tutorials, group discussions, peer group collaboration etc. Special care is provided for slow learners and poor performers through remedial teachings, individual mentoring etc.**

- **Trainee teachers are informed about specific dates for submission of assignments, practicum, and so on. Before starting each internal assessment test, assignments are given to the students for each course which includes homework, problem solving, group discussion and quiz. Seminars are carried out by the students on a particular topic in a course during the respective subject hour.**

- **For the practical papers the internal evaluation is conducted in almost all practical classes according to the nature of assignment. A sample of circular announcing dates for conduction of assignments and submission of marks is uploaded. The decision regarding dates for conduct of assignments depends on gazetted holidays as well as other planned activities of the college such as the cultural programs, Foundation day, Sports day, etc.**

Three official Mail Ids were created during lockdown when all examinations took place via online. All internal assignments, practicum and exam copies were received here.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Being committed to fulfill all the objectives of PLOs and CLOs as defined by BSAEU (erstwhile WBUTTEPA), Siliguri B.ED. College ensures the proper alignment between PLOs and CLOs effectively in the following ways:

- **Emphasizing on the main domains of learning, the teachers orient the trainees following problem solving learning and acquaints them in real life situations through learning by doing.**

- **The trainees learn to design appropriate teaching learning strategies, and become aware of various methodologies of the pedagogy subject concerned. They also develop concepts and skills regarding assessment and evaluation related to their respective pedagogy subjects, understand the individual differences among learners in the classroom, understand the mental health, causes and remedy of depression, phobia, child psychology, concept of growth and development and stages of development with special reference to the stage of adolescence. become competent in measuring the evaluating progress, and assessing learning abilities as a teacher, as well as become competent in mastering various teaching skills.**

- **Trainees learn the epistemological, sociological and the psychological bases of education and curriculum development, understand the different types of schools of philosophy and curriculum with respect**

to their main orientation and approaches, compare and analyze the educational policies over the years with respect to their foundation, considerations, concerns, priorities and goals. The trainees perceive and acknowledge linkage among curriculum framework and critical issues, which directly and indirectly are related to learning, and analyze the curriculum framework in the light of learners' needs.

- The trainees learn the preparation of time tables, achievement tests, learning designs etc. which will help them to become ideal teachers. In support of the course based learning system, trainees are trained to make reports of all activities, presentation of powerpoint, computer graphical representation etc. During the school internship trainees are acquainted with various teaching skills including micro teaching skills, simulated teaching etc. and other school based activities.

- They also learn how to use ICT as an unfailing teaching aid in the classroom, ICT based communication in the classroom and ICT in lesson planning.

Besides, the institution has arranged national and international seminars based on the emerging needs of the society e.g. "Emerging Trends on Indian Education and Culture", "Energy Conservation", " Consumer Affairs and FBP" etc. , workshop on "Low cost TLM making and other craft work", " Research Methodology and Paper presentation" etc. Regarding outreach programs, several awareness programs such as gender sensitization programmes, maintenance of the green campus including preparation of medicinal plant B.Ed. etc. In support of need based learning, the college arranges remedial teaching, tutorial classes etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 100

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
48	49	47	46	50

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

2.7.3

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

Response:

The affiliating University has clearly defined PLOs and CLOs while developing the B.Ed. program, which are adapted by the college and implemented efficiently. The college website and the Brochure has the PLOs and CLOs listed for clarity of the trainees who wish to pursue this course. PLOs and CLOs help the trainees to become aware about the demands of the course as well as the qualifications expected out of them in their chosen profession. The B.Ed. program has CLOs for each paper upon achieving which the PLOs can be attained. For this purpose, the institution has an effective monitoring process which helps to determine whether trainees are attaining the prescribed CLOs.

Each course paper has internal assignments, practicum and also external evaluation where performance of trainees are evaluated on both cognitive and professional grounds. The college ensures holistic and progressive management of the students' performance in professional and personal attributes by adopting a wide range of strategies which includes both formative and summative assessment. At the very initial stage of entry, we create an information bank for all trainees.The purpose behind this profiling is to ensure effective assessment of learning and is uploaded in the college website.

Purposeful self-assessment approaches are sometimes conducted and we often employ peer assessment techniques. Self-assessment is highly valued for its ability to build reflective lifelong learners. The trainees' performance is evaluated by a number of stakeholders as the teacher educators, mentors, external examiners, Principal of the college, heads of practice teaching schools, experienced school teachers, and peers. All these stakeholders provide separate feedback in regular intervals, feedbacks are constructive and targeted towards improvement of performance. The feedback to the teacher trainees provides them advice on how to improve or move forward, understand the goals of their work, express and communicate their understandings and skills.

Dialogue between teacher educators and trainee teachers are encouraged to get a reflection of their learning outcomes.The teachers using information about ongoing learning tries to adjust teaching so that all trainees have opportunity to learn. The results are timely reported and recorded. All sorts of evidence are obtained when trainees are involved in special tasks or activities in addition to their regular work.The evaluation outcomes are recorded in most of the cases in the form of marks on assignment, marks of practicum, internship marks, marks on microteaching, scores of theoretical papers.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 48

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

After the admission, at the beginning of each session of B.Ed.course trainees are provided with the vision and mission of the college in the prospectus so that they can understand whether the program is aligned with their learning needs and expectations. During the induction program some basic information, aptitude, hobby etc. of newly admitted trainees are known during the individual interaction session. It is also taken under consideration the reason for their joining this course by administering an Aptitude test . It helps the college to design the curricular and co curricular activities and learning experiences accordingly. Through orientation about various facets of B.Ed. programme and functioning pattern of different internal bodies a brief idea about the college is

provided .

Learning needs are evaluated by judging the gap that exists between PLO and CLO and knowledge of trainees. The college is blessed with a rich variety of learners coming from diverse social, cultural, lingual, religious backgrounds with different entry level knowledge and learning needs. For providing a holistic and dynamic assessment assessment must be well-aligned to the type of learning and training received at the college. Trainees are, therefore, engaged in both curricular and cocurricular activities which are significant in developing competencies such as critical thinking, creativity, managerial skills, social and communication skills, adaptability, problem solving, ability to cooperate, leadership skills etc. needed for creating a socially productive, knowledgeable and efficiently skillful teaching force in future. In doing so, competencies based on knowledge, attitudes, work ethics and values are given the utmost importance.

The formative evaluation assesses what students do when they are in the classroom, how well they are progressing towards CLOs, whether they follow code of conduct, whether they show active participation in extracurricular, community based activities, and as members of different committees. The written preparations of assignment encourage reading and teach academic reading and writing skills.

The Summative evaluation on the other hand, emphasizes whether academic and cognitive learning needs are met. Teacher educators try to judge the trainee teachers on the basis of their performance.The Practicum in each course gives the opportunity to assess whether trainees have developed skills or competencies needed in real life situations.

Active participation in the seminars allow trainee teachers individually or with a group, provide a presentation to class and help to judge communication skills. Group work such as co-curricular activities emphasizes collaborative learning, problem-solving and critical evaluation, and is a valuable preparation for professional and personal life.

The Formal tests, quizzes, debate, work games , survey, different

practicum, individual seminar presentation, assignment submission are the methods for assessing student performance by college. We try our best to evaluate whether our trainee teachers have developed personal and professional skills of teaching and imbibed the right values as per their initial learning needs and whether the intended PLOs' and CLOs' are achieved.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.51

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.2

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

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

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0.24

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1.2

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Link for additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

> **1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**

> **2.** Encouragement to novel ideas
>
> **3.** Official approval and support for innovative try-outs
>
> **4.** Material and procedural supports

Response: E. None of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.38

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 8.38

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
25	18	13	8	3

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 2.2

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	1	0	2

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 50.31

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
48	49	47	46	50

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 50.31

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
48	49	47	46	50

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

The college, since its inception, has maintained a very good and healthy bonding with the community around it. Situated almost at the heart of the panchayat area, it caters to the needs of the local people in various ways. Majority of the local population belong to BPL or just above it. Though they get benefits from various Govt. funds and schemes, majority of them are lacking in proper education and enlightenment. So making the local community aware of various social and contemporary issues ranging from health and disease to gender sensitization becomes quite obvious for the educated milieu of this area. Being a teachers' training institute the college consistently endeavours in developing a 'service to community' attitude among the trainees to make them socially responsible members.

The college is committed to render Extension activities in the neighbouring community for years in terms of both impact and sensitizing trainees to social issues and holistic development. Like other village panchayat areas, this one also has been suffering from unhygienic and unclean living conditions, malnutrition,open defecation, and poor female health condition, managing domestic waste, gender discrimination etc. The institute promotes regular engagement of faculty, students and staff with the neighborhood community for their holistic development and sustainable community development through various activities. Every Year, programmes are organized in which trainees and staff participate

voluntarily in community based activities with the neighborhood. Various awareness programs, workshops, surveys, rallies and poster writing competitions, street plays with special emphasis on cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, and empowerment of girls and women are organized. The institution motivates the trainees to maintain cleanliness in and around the Campus, create awareness about the role of a green environment to promote healthy living and contribute to the National Swachh Bharat Abhiyan on a regular basis.Recently the college has started to organize free health camps for the neighboring community and girl students of one internship school with an aim to spread basic health awareness for the target group. Two health camps have been organized in collaboration with Matigara Block Health Centre and DESUN Hospital , Siliguri.

The entire B.Ed. Curriculum offers a perfect amalgamation of theories and practical concerns like social concerns, cleanliness and beautification, celebrations of important national dates, cultural diversity etc. which are taught and discussed throughout the course.The college regularly organizes various awareness programmes to educate the community and to make the trainees committed to the social causes.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 5

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

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

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

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

File Description	Document
Data as per Data Template	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 1

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 1

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

The college provides adequate infrastructural facilities in its own campus like:

- **Principal's Chamber and Office: The college has a well furnished principal's chamber with well functioning and well established office.**

- **Multipurpose halls:The college has two multipurpose halls, one at the ground floor named "Maitree" and another at the second floor named "Samhati" to serve the purpose of organizing seminars, observation days celebrations etc.which requires mass gathering. The ground floor hall is given for community programs by local schools/organizations etc.**

- **Classrooms: Two classrooms namely, 'Teesta' and 'Torsa' named after two major rivers of North Bengal are equipped with fixed projectors, boards and audio system.**

- **Psychology lab: Named as "Skinner Room" this lab is equipped with a good collection of psychological tests such as Personality Inventory, Creativity Tests, Achievement and Achievement Motivational Tests etc.**

- **Educational Technology/ Language lab:The college has a well-equipped ET lab-cum-Language Laboratory, "Rabi Kaksha" for the Department of English and Bengali equipped with computers, one smart interactive board where learners can actively participate and learn following an individualistic and group approach.**

- **Social science lab:** Named as "Parivesh Chetana" is well equipped with a series of maps, topographic sheets and a variety of survey equipment like tracing table, thermometers, barometer, magnetic compass, etc. The lab specializes in the development of qualitative and quantitative research skills in trainees. The lab is decorated with numerous teaching aids and collections of replica artifacts which encourage the learners to create their own.

- **Science laboratory:** This laboratory room named 'Raman Kakshya' is equipped with materials which caters to the needs and enhances the practical skills of trainees in Physical Science and Life Science. The instruments, specimens, models, charts and chemicals help trainees to carry out experiments and create working models which they can use during school internship. This ICT equipped laboratory has one computer, one laptop and projector.

- **Art and craft lab:** This lab "Charukala" is equipped with some useful models, drawing and painting materials, other necessary requirements etc.

- **ICT-Computer lab:** "Jnandarshan" lab having computers with strong LAN connection and one interactive board helps trainee teachers to become competent and confident users of ICT based technology enriched with the basic knowledge and soft skills to facilitate teaching learning process.

- **Mathematics lab:** Named as "Ramanujan Kaksha" provides an opportunity for the students to discover the basic idea of foundations of mathematics along with pedagogical aspects.

- **Library:** "Gnansagar" has an extensive collection of books, reference materials, journals, computers, e-resources and exclusive reading rooms for teachers and trainees along with Internet connectivity. LIbrary is fully automated with remote access.Limited xerox facility is available.

- **IQAC room:** In this room all IQAC related meetings, work,

> **uploading documents to various apex bodies, record keeping etc. are done.**

- **Apart from these, the college provides:**

1. **Staff Room**

2. **Free Wi-Fi,**

3. **Big playground,**

4. **Well constructed boundary wall etc.**

5. **Separate Common Rooms for Boys and Girls**

6. **Gymnasium**

7. **Women's Hostel**

8. **Separate wash room for staff and trainees.**

9. **Fire Safety measures**

10. **Water Purifier**

11. **Genarator**

12. **Vending Machine**

13. **Own Canteen**

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 77.78

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

Response: 7

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 9

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

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

Response: 34.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
21.27	43.09	8.53	18.95	19.45

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Library is the heart of our institution. SBC library was established just after the foundation of this College. It started in 1989 with few almirahs and near about 1000 books. It houses more than Ten thousand books, journals (hard copy and electronic) ranging from text books to reference books. Our collections include old and rare books, printed documents, CDs, electronic materials and psychology lab materials etc. Psychology Test materials form a part of the Psychology Lab. Our library follows 'Open access' arrangement for all.

The library has a separate Wi-Fi with dedicated router.

Since 2011, our library was partially automated with the support of software SOUL 2.0. OPAC was availlable since then. The College Library is now fully automated including the circulation process (Issue-Return). In October, 2021 the college library shifted from SOUL 2.0 to KOHA (Integrated Library Management System) which is open source software for library automation. The library has barcode scanner and thermal printer to facilitate circulation process. Every book and user membership card has unique barcode pasted to it. Book issue-return is done by scanning this barcode. No paper is needed. One of the main features of the software is to enter and retrieve data from the system in regional languages also. We prepared OPAC in English and Bengali. Users now can retrieve Bengali books by searching in Bengali also. User can retrieve data of library resources by author, title, name of the publisher, any other contributor, subject or keyword. The data may be retrieved in standard format, in ISBD format or in full MARC format. The OPAC is also available on cloud. Users can access the library OPAC from anywhere anytime for information retrieval regarding library resources. A separate website (WEB OPAC) for Library has been developed and the link has been given in our college website. The library subscribe to the N-LIST (INFLIBNET) since the year 2010. Hence the library users can acess a huge amount of high quality e-resources of reputed publishers. The library also subscribe to few print journals from SAGE publication that

also has online access. The users are also communicated (Virtual reference service) through email and whatsapp group. Resources are also shared through "Library" in Google Classroom as every user got an account under this G-Suite account. The library also has a flat scanner which facilitate scanning the required documents to make the soft copy of those, preserving those digitally in the library google drive storage and sharing when required. The College Library is under CCTV Survellance for security purpose.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The College Library is now fully automated including OPAC and circulation process (Issue-Return).The OPAC is also available on cloud. Users can access the library OPAC from anywhere anytime for information retrieval regarding library resources. A separate website (WEB OPAC) for Library has been developed and the link has been given in our college website. The system home page (WEB OPAC) can be accessed through the link where users can search the OPAC to access library resources. One of the main features of the ILMS is to enter and retrieve data from the system in regional languages also. We prepared OPAC in English and Bengali. Users now can retrieve Bengali books by searching in Bengali also. User can retrieve data of library resources by author, title, name of the publisher, any other contributor, subject or keyword. The data may be retrieved in standard format, in ISBD format or in full MARC format from Web OPAC. The library subscribe to the N-

LIST (INFLIBNET) since the year 2010. Hence the library users can acess a huge amount of high quality e-resources of reputed publishers. Individual user-id have been created for interested users to access the e-resources under N-LIST. As a result they can access a high quality and huge number of e-resources from their home or any other place whenever they require those.The library also subscribe to few print journals from SAGE publication that also has online access. The users are also communicated (Virtual reference service) through email and whatsapp group. Resources are also shared through "Library" in Google Classroom as every user got an account under this G-Suite account. Users are also directed to available free e-resources and e-resources by subscription (NLIST) through the system home page. They are also directed to other relevant links (Online newspapers, websites of ugc, NAAC, NCTE, NDL, NCERT, etc) from the home page. The college library maintains a digital library in the smallest version in its Google drive account. Few highly demanded or rare books and the question papers of final university examinations have been converted to soft copy and kept in Google drive of the college library account. Other available free e-books are also collected and preserved in Google drive. These e-resources are given access to the users as and when required by them. The library also has a small institutional repository on YouTube containing selective video lectures and cultural activities by the students and teachers.
YouTube Link:
Educational Lectures, Webinars:

https://www.youtube.com/channel/UCnjpm6dnbyDizJtWgG_kdAQ/videos

Cultural Activities:

https://www.youtube.com/channel/UCurJpVNo9WxfK7bExnRGIPw

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. **e-journals**
2. **e-Shodh Sindhu**
3. **Shodhganga**
4. **e-books**
5. **Databases**

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 1.5

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.85	2.41	1.19	1.68	1.39

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 11.45

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 289

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 212

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 267

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 259

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 152

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

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college had around 38 desktop computers and 12 laptops.The college has one smart classroom (ET lab) and one virtual classroom for the trainees. Two classrooms are facilitated with fixed LCD projectors and audio system. One OHP is kept in the ET lab along with a smart board with fixed LCD projector. There is a wi

fi enabled computer lab with LCD projector, WiFi enabled library, well equipped seminar halls with fixed LCD projector. Free wifi is available for all inside the campus. Two LCD Projector has been purchased last year. Three fixed LCD projectors have been installed in Science Lab, Mathematics Lab and Socical Science Lab. One portable LCD projector has been purchased mainly for the multipurpose hall located in the ground floor. Last year College purchased four new desktops and one Laptop. This year five laptops have been purchased. The College has purchased the following ICT enable device for effective teaching learning profess 1. Bluetooth microphone, 2. Tripod, 3. Leaser light pointer, 4. Bluetooth speaker, 5. USB lan adaptor, 6. HDMI to VGA converter. Biometric attendance system is on practice. CCTVs are installed in the classrooms and campus area.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 1.94

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 300

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

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

    1.**Studio / Live studio**
    2.**Content distribution system**
    3.**Lecture Capturing System (LCS)**
    4.**Teleprompter**
    5.**Editing and graphic unit**

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 21.92

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
16.23	16.33	9.78	15.05	13.51

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

The college provides these facilities:

1. The college library is quite rich in reading resource , computers with internet facilities.
The library sub-committee holds meetings for overall development and smooth running of the library.

2. The college has a well equipped gymnasium to promote physical fitness and health awareness among its staff and trainees.

3.The college has a well managed high capacity generator.

4.The college has two well furnished big multipurpose halls- one at the ground floor and another at the second floor.
These halls meet the needs and requirements of both the college activities as well as extension and community services.

5.The college has its own large playground well protected by very well equipped.

File Description	Document
Any additional information	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)	

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**

9. **Canteen**
10. **Toilets for girls**

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional website**
3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 10

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	3	4	0

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 18.75

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 7

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 2

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 36.25

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
50	17	3	16	1

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Being a training college we have a decentralized structure called the Students' council divided into various sub committees. It includes representatives from students in order to create an opportunity to develop leadership by organizing and carrying out activities and programs throughout the course. The council consists of one General Secretary (GS), one Assistant General Secretary (AGS) and other ten members unanimously selected by all trainees. The GS of the students' union becomes the student representative at the GB. The AGS becomes a member of the IQAC. Other ten members act as the convenors of various subcommittees such as Cultural, campus beautification, games and sports, seminar, magazine and social awareness sub committee.Rest of the trainees opt for the membership of one or more than one sub committee as per their choice and aptitude. Sub committees are formed in the College Governing Body. One or two faculty members function as in-charges of each sub committee. Under the leadership of the IQAC coordinator, academic coordinator and faculty-in-charges the subcommittees function in productive and constructive ways by providing active assistance and support towards the quality assurance and upgradation of the college. Apart from observing the days of National importance such as the Independence Day, Republic Day, Teacher's Day,other important days and events of global and regional importance are celebrated with much enthusiasm and vigour. The students' Council organizes these programmes under the guidance of the teachers. Various

activities like college annual sports meet, college foundation day, World Environment Day etc. are observed gracefully. Apart from these activities, the Students' union maintains healthy rapport between the student community and the College administration which is reflected in various functioning of the college .

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 11

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	5	7	14

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The college has always maintained a very good relationship with the alumni. Despite the sincere effort from the end of the college for its registration for a long time, ultimately the Alumni Association of the college has been registered under WEST BENGAL ACT XXVI of 1961 No. S0030334 of 2022-2023 on 13. 09. 2022. Since the very beginning,the alumni have been participating actively in all big events like Cultural Programme, Social Awareness Program, Gender Sensitization Program, Webinars, Seminars, Symposium, Blood Donation Camp, Community Outreach Activities, Placement, mentorship during Pre-internship and Internship Programme etc. The first meeting of the alumni association after registration was held on 12.11.2022 with the president Dr. Pratip Kumar Basu, the secretary, Subrata Dutta, the treasurer, Suravi Ghosh and other members. The membership form has been prepared. The membership fee is Rs.100. A Whats app group has been formed with the members. The alumni association has a separate Bank account. The alumni are now engaged in various cultural and awareness related programmes. After each programme feedback is taken. Most of the alumni are associated with teaching at schools, colleges and universities, many are efficient administrators, bankers etc.One of them is a renowned environment, river specialist cum freelance journalist and awarded as " Green teacher" and many more. Right now he is the Chairman of South Asian Centre for River Environment and Culture, and the Country Head of Indo-Bangladesh Global Sustainable Forum. Alumni have been engaged in rendering free coaching from the college for clearing TET/SSC exams. Those who have cleared other national level eligibility tests like NET, SET etc. are invited to give motivational talks and provide free guidance for current trainees. The Institution has a plan of involving the alumni in a more organized and constructive manner in future.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 3

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

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

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.4

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

The college has always maintained a very good relationship with the alumni. Despite the sincere effort from the end of the college for its registration for a long time, ultimately the Alumni Association of the college has been registered under WEST BENGAL ACT XXVI of 1961 No. S0030334 of 2022-2023 on 13. 09. 2022. Since the very beginning,the alumni have been participating actively in all big events like Cultural Programme, Social Awareness Program, Gender Sensitization Program, Webinars, Seminars, Symposium, Blood Donation Camp, Community Outreach Activities, Placement, mentorship during Pre-internship and Internship Programme etc.

The first meeting of the alumni association after registration was held on 12.11.2022 with the president Dr. Pratip Kumar Basu, the secretary, Subrata Dutta, the treasurer, Suravi Ghosh and other members. The

membership form has been prepared. The membership fee is Rs.100. A Whats app group has been formed with the members. The alumni association has a separate Bank account. Alumni have been engaged in rendering free coaching from the college for clearing TET/SSC exams. Those who have cleared other national level eligibility tests like NET, SET etc. are invited to give motivational talks and provide free guidance for current trainees.

The alumni are now engaged in various cultural and awareness related programmes. After each programme feedback is taken. Most of the alumni are associated with teaching at schools, colleges and universities, many are efficient administrators, bankers etc.One of them is a renowned environment, river specialist cum freelance journalist and awarded as " Green teacher" and many more. Right now he is the Chairman of South Asian Centre for River Environment and Culture, and the Country Head of Indo-Bangladesh Global Sustainable Forum. The college follows the practice of collecting feedback and suggestions from each member of alumni of the college in order to ensure betterments of the institution. The feedback received from the alumni are effectively channelized for better functioning and development of the college.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

Siliguri B.Ed College is a co-educational Teachers' Training College functioning in compliance with the direction given by NCTE, UGC, MHRD, Govt. of West Bengal and BSAEU (erstwhile WBUTTEPA) to which it is affiliated. E-governance is incorporated in areas of administration, finance and accounts, students admission and support services and examinations.

The college Governing Body (GB) consists of Principal, 2 Govt. nominees, 2 university nominees, 3 teacher representatives, 1 NTS and 1 student representative. Without the discussion with and approval of the GB no financial transactions take place. Financial expenditure for the development is placed and approved by GB. All plannings, decisions, tentative expenditure etc. are done following democratic norms following govt. rules in compatibility with the stated mission and vision of the college.

IQAC plays a very positive role in ensuring a quality ambiance for both administrative and academic activities.

Our Mission

- **To demonstrate: learning How to Learn.**

- **To mold teachers who are knowledgeable and compassionate in their professional practice , creative and reflective in designing and assessing classroom performance ,and who are guided by a sense of social and ethical responsibility to the students and wider society.**

- **·To enrich our classroom practices with the best of current research**

in teaching ,learning and classroom planning.

- **To impart value – oriented education**

Our Vision

- **To meet our state's growing need for efficient and committed learner- centered teachers who make education accessible to all without consideration of caste, creed or gender.**

- **Workshops, Seminars and Training programs, curricular and co curricular activities are regularly conducted to enhance different professional competencies of the trainees, teachers and supporting staff. The students participate in the various intra and inter collegiate competitions and activities. The college has kept suggestion boxes for the students, alumni and visitors to express their grievances anonymously. The transparent nature in the dynamic processes of decision making, policy framing, knowledge sharing, feedback appraisals and action implementations enhances the governance of the college.**

- **The college has a well functioning Teachers' Council, Academic Council and Staff Council with which the Principal holds periodic meetings . Various committees are formed at the very beginning of each session, and the annual budget is prepared in consultation with the office bearers of the students' union. Academic calendar is designed according to the one provided by the affiliating University. Time table is constructed accordingly. All round development is inculcated through co-curricular activities such as sports activities, social awareness as well as community outreach initiatives and cultural programmes. The college motivates the faculty members to attend   and organize national and international seminars, conferences etc. and workshops for professional enrichment. · Lectures and various welfare activities are organized by the college regularly.**

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Management Level - The management of the college is directed by GB, whose members are appointed in accordance with the guidelines provided by Government guidelines (The West Bengal Universities and Colleges (Administration and Regulation) Act, 2017 dt. 22nd March 2017).GB consists of Principal, 2 Govt. nominees, 2 university nominees, 3 teacher representatives, 1 NTS and 1 student representative. Session wise budget is prepared and placed in the GB for final approval.

Institutional Level - Principal is the academic and administrative head of the institute and member secretary of the GB. Some financial power is given to the principal for the development of the institution on a day to day basis. All the main decisions are taken by the principal in consultations with concerned internal bodies.

Before the commencement of each academic session various subcommittees are formed in the GB. These committees include representatives from teaching staff, non-teaching staff (at required places) and trainees. Each committee prepares and presents the plan of

action and implementation strategies along with a financial budget. The following committees are functioning in our college:

- **1. IQAC**

- **2. Academic Council**

- **3. Teachers' Council**

- **4. UGC NAAC Sub-committee Sub-committee**

- **5. Finance Sub-committee**

- **6. Purchase Sub-committee**

- **7. Building Sub-committee**

- **8. Admission Sub-committee**

- **9. Library Sub-committee 1**

- **10.Examination Sub-committee**

- **11. Anti Ragging Cell**

- **12.Grievance Sub-committee**

- **13. Placement Cell**

- **14. Hostel Sub-committee**

- **15. Internal Complaint Cell**

- **16. Games and Sports Sub-committee**

- **17.Cultural Sub-committee**

- **18. Gardening & Beautification Sub-committee**

- **19. Magazine Sub-committee**

- **20. Gardening and Beautification Sub-committee**

- **21. Social Awareness Sub-committee**

- **22. Research & Publication Sub-committee**

- **Thus the pattern of decentralized governance and participation management model is followed in every sphere of the institution.**

File Description	Document
Relevant documents to indicate decentralization and participive management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The college maintains transparency at following levels:

a) Financial Transparency-

- **Without the discussion with and approval of the GB no financial transactions take place. Financial operations are made through a cheque system, with proper signatories as decided by the GB.**

- **All important finance-related decisions are first discussed in the Finance Subcommittee meetings and then placed at the GB meeting for final approval.**

- **Some financial power is given to the principal for regular expenditure of the college. Day wise cash books and relevant vouchers authenticated by the principal are carefully maintained.**

- **The college has appointed a bursar to look after financial matters.**

- **Salary of the permanent staff is disbursed directly through NEFT by the government and contractual staff from the college fund with annual increment of 3% as decided by GB.**

- **The admission fees collected in the presence of a Bank employee are transferred to separate account heads later.**

- **To maintain the regular audit at the end of each financial year the statutory audit has been done by the State Government appointed Auditor up to March, 2020 after which the college received no such Auditor. To maintain the regularity, the college GB appoints each year an internal auditor to conduct the audit.**

- **All grants are utilized and utilization certificates are sent to the concerned authority.**

b) Academic Transparency-

- **Principal decides academic matters with IQAC, Teachers' Council Academic Council etc.before implementation. Students' council's views are also considered.**

- **Institutional planning is designed according to the Academic Calendar provided by the affiliating University. Games & sports, social awareness, community outreach initiatives and cultural programmes ,invited Lectures/ special talks, workshops, seminars, symposium are organized to put theoretical knowledge into practice.**

- **All internal assignments and evaluation are done following the University-prescribed format under the monitoring of the Academic Council and Examination Committee with proper notifications and guidance.**

- **The college has kept suggestion boxes and created a separate mail id for the students, alumni and visitors to express valuable**

suggestions/grievances anonymously.

- **School internship is organized in consultation with the headmasters/headmistresses of the concerned schools, and trainees about their preference (based on medium of instruction and residence) of schools.**

c) Administrative Transparency -

- **GB functions as the ultimate decision-making and approving authority of all major financial and other decisions in its meetings.**

- **As per the Government recommendations the substantive posts are filled up. The appointment criterion, salary and service terms of contractual staff is decided by the GB. Various subcommittees are formed in GB and function in consultation with the same.**

- **In all plannings, decisions, tentative expenditure etc. Government orders and rules are followed strictly and the same is communicated to concerned stakeholders.**

- **In the meetings of GB and IQAC the GS and AGS of the Students' Council represent their views which are duly addressed.**

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The vision statement of the college is: " To meet State's growing need for efficient and committed learner-centred teachers who make education accessible to all without considerations of caste, creed or gender"with the following mission:

- **To mould teachers who are knowledgeable and compassionate in their professional practice, creative and reflective in designing and assessing classroom performance, and guided by a sense of social and ethical responsibility to the wider society.**

- **To enrich our classroom practices with the best of current research in teaching, learning and classroom planning.**

The college endeavours ceaselessly to train a group of enthusiastic, competent and dynamic student educators to serve the society in general and the arena of education in particular.

The objectives in perspective of Teaching Learning development are as follows:

- **To develop an understanding of the principles of pedagogy and its application to curriculum transaction and evaluation.**

- **To bring professionalism in teacher education by improving upon**

teaching practices in the surrounding area.

- **To inspire for life-long learning and for reaching the unreached.**

- **To enable the students to live in harmony in the profession and community.**

- **To develop skills among the trainees in order to integrate with the existing education system with ease.**

- **To develop reflective practitioners of the teaching learning process.**

The strategic plan (2018-19 to 2022-23) provides us a road map to carry out the action plan as framed in the meeting of IQAC at the beginning of each session prioritizing the teaching-learning needs. Action Initiated for Teaching Learning Development for the last five years are as follows:

- **Being a teachers' training institution the college has always fostered all round development among trainees through encouraging creativity, original and innovative thinking, critical thinking, social skills, debates, etc. to ensure a holistic development.**

- **Learner centric approach is maintained in the classroom by motivating trainees for factual learning, associate learning and conceptual learning.Two smart classrooms offer E-learning facilities. ICT enriched teaching-learning environment has been ensured by extensive use of PPT by both faculty and trainees. Tutoring, Counseling, remedial classes, group discussions are emphasized for all, especially for differently abled trainees. Proper mentoring is offered including supervision during internship with proper feedback. Continuous assessment and evaluation is done to measure outcomes.**

- **The college provides a wide exposure of diverse activities like seminars, workshops, group discussion, participation in lectures delivered by subject experts and resource persons, enhancing teaching skills etc. Working in small groups and pairs, peer based learning, games, poster making etc. are followed.**

- **Critical pedagogy is used frequently to enhance the intellectual and thinking domains of the learners.**

- **Different opportunities like field visits, educational tours, institutional visits and internships are organised to facilitate the overall skill development of the trainees.**

- **Out of box thinking among the trainees during the teaching learning process and internship are encouraged to nurture and motivate their creativity and innovativeness.**

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)
Link for additional information	[View Document](#)

6.2.2

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

Response:

- **The effective and efficient functioning of the institutional bodies is reflected at strategic, functional and operational levels. The college Governing Body (GB) is the appointing authority of all recruitments. As per the Government recommendations the substantive posts are filled up. The casual and contractual staff are appointed as per the college requirements placed by the Principal and approved by the GB. Since maximum Group D staff have retired and no further appointment has taken place from the side of the Government, the college GB has appointed Group D staff purely**

on a casual and contractual basis not to hamper the smooth working of the college. The wage and salary for casual and contractual staff are paid from the college fund Without the discussion with and approval of the GB no financial transactions take place. Financial expenditure for the development is placed and approved by GB.

- Under the direction and guidance of the GB various sub committees function. The Principal maintains a good and healthy rapport between the administration, staff and trainees. All plannings, decisions, tentative expenditure etc. are done following democratic norms following govt. rules.Various subcommittees such as finance, purchase,building, Cultural, campus beautification, games and sports, seminar, magazine and social awareness sub committees work under the guidance of the GB.

- The College has a Students' Council divided in various subcommittees whose members are selected/elected by the trainees for each academic session. The council consists of one General Secretary, one Assistant General Secretary and other ten members who act as the conveners of sub committees which are formed in the College Governing Body. One or two faculty members function as in-charges of each sub committee.

- Under the leadership of the IQAC coordinator , academic coordinator and faculty-in-charges the subcommittees function in productive and constructive ways by providing active assistance and support towards the quality assurance and upgradation of the college.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

Various bodies like the college Governing Body, IQAC,Teachers' council, Academic Council, Staff council and other subcommittees function through their pre-scheduled and properly notified meetings and implement the resolutions taken in the meetings.The IQAC plan of actions set at the beginning of the session is implemented in due course of time.

One such proposal of organizing a seminar was placed by the Academic Council in its meeting dated 01.11.2022 and 02.01.2023. It was subsequently approved by the IQAC meeting on 20.03.2023 and an international seminar on "Emerging Trends in Indian Education and Culture" was organized on 28th April, 2023 by the IQAC.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

1. **The college administration believes that the well-being of teaching and non-teaching staff is very crucial for effective functioning of the Institute. Many welfare measures have been implemented as follows:**

2. **A 'Co-operative Society' is functioning in the Institute for the staff of the college.**

3. **The teaching staff of the Institute have a 'Faculty Club' consisting of all faculty members. They organize various cultural programmes and an annual get together.**

4. **In order to assist the employees in crucial hours the college provides financial assistance as Staff Welfare means which is adjusted from their salary every month.**

5. **The college has a well functioning Staff Council which looks after the**

welfare means of the staff. It organizes common get together-cum-lunch, picnic and other participatory programmes to maintain a healthy working environment.

6. In almost all cultural and sports events organized by the college, faculty members and NTS participate.

7. Full-fledged canteen facility is available in the campus to provide food and snacks at reasonable prices to the staff and students.

8. The college authority provides Puja advance to Group C and Group D staff. It is adjusted every month from their salary.

9. Night guard and day guard are given free uniforms and gumboots and shoes for the monsoon.

10. The college provides pure and safe drinking water, uninterrupted power supply through a generator and green campus to make a safe, healthy, eco-friendly and good working environment.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.3.2

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

Response: 5

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

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

File Description	Document
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

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

Response: 9

6.3.3.1 **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	3	3	0

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

6.3.4

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

Response: 50

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	14	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

There is no such performance appraisal system for TS and NTS as developed by the institution. However the staff submit their self-appraisal report following the State Govt. approved proforma. But the teachers fill up their individual self appraisal proforma as developed by the state Government to be submitted for their Career Advancement Scheme to get promotional benefits. The filled in CAS proforma needs to be approved by IQAC before placing for final screening where both University nominee, Government nominee and subject expert are present. The government of West Bengal has devised the self- assessment cum performance appraisal forms for teachers in strict adherence to the API Criteria based PBAS prescribed in the new UGC Regulations. The teachers are evaluated/promoted following a transparent process on the basis of API Score(s). The career advancement scheme of teachers is done following this system. This evaluation system is scrutinized by IQAC and then a screening committee constituted by the Department of Higher Education, Govt. of West Bengal evaluates the performance of respective teachers. The report given by the Screening Committee is forwarded to GB and being approved it is submitted to the Director of Public Instruction (DPI), Govt. of West Bengal. The report, if found satisfactory,

is approved by the DPI Govt. Of West Bengal and the promotion is considered.

The college authorities maintain a service book for every teaching faculty which is regularly maintained and updated. The performance appraisal system of the non-teaching staff is equally important for the efficient running of an institution. The Governing Body of the college scrutinizes the work and considers experiences for some limited years of the non teaching staff. The comments given by the Principal regarding the performance evaluation of a non-teaching staff is decisive for his/her promotion . If the members of the Governing Body are satisfied then the promotional benefit papers of non-teaching staff are sent to the Director of Public Instruction, Govt. of West Bengal, following which the DPI approves their promotional benefits.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution has formal mechanisms for internal and external audits. The accounts are regularly audited to ensure financial compliance. For effective and efficient management of financial resources, the Finance Subcommittee, the Accountant, the Cashier, the Head Clerk and the Principal carry out their duties according to the policy framed by the authority, i.e., Govt. of West Bengal. The Accounts Department handles all the work related to treasury and Bank. The bursar monitors and keeps

a check on financial transactions on a regular basis.Every year the Budget provisions are formally identified and approved by the GB. The expenditure incurred in the most economical and transparent manner is in conformity with the procedure prescribed by the Govt. of West Bengal. The income and expenditure of the institution are subjected to regular audit.

The Principal being the Secretary of the Governing Body, is the Drawing and Disbursing Officer (DDO). The expenditure is done through a cheque system signed either by the President of the Governing Body or any approved member of the Governing Body and the Principal.

Each month the Principal, bursar and finance Subcommittee keep a track to check the income received from the students and grants received from the government. Cashbook is maintained with the help of bank statements and vouchers. Ledger posting is maintained by the institution.

Internal audit:

The internal audit is a continuous process. The finance Subcommittee led by the bursar and a competent CA farm, does a methodological verification of the financial documents. The internal audit is complete up to March, 2023.

External/ Statutory audit:

The details of expenditure, income, grants and funds received from different domains, financial transactions and vouchers are scrutinized for a span of six months and an audit report is prepared by the members of the audit team. An external auditor is appointed every year by the Department of Higher Education, Govt. of West Bengal. The Chartered Accountant along with his team visits and prepares the audit report. The report is submitted to the Govt. of West Bengal for its kind perusal and necessary action. So the college accounts are regularly audited by both internal and external statutory bodies. Comments and suggestions received from the auditing body are immediately placed before the Governing Body for rectification and precautionary steps are taken to

avoid recurrence of such errors in future. The statutory audit has been done by the State Government appointed Auditor up to March, 2020 after which the college received no such Auditor. To maintain the regularity, the college GB appoints each year an internal auditor to conduct the audit.

All grants are utilized and utilization certificates are sent to the concerned authority.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

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

File Description	Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The college has a well organized mechanism for funds mobilization and

optimal utilization of its resources. As per the Government recommendations the substantive posts are filled up. The contractual posts are filled up as per the college requirements. Approval for such posts, salary, terms and conditions, tenure etc are decided by the GB. All plannings, decisions, tentative expenditure etc. are done following democratic norms following govt. rules.

Mobilization of Fund

For the improvement of the academic process and infrastructure development the institution makes an effort for resource mobilization. The institution generates its fund from various sources including fees collection from the trainee teachers, funding for research projects, grants from UGC (last received during 12th plan), Grants from the State Govt., donations from alumni, all other philanthropic persons (if found), renting out the college hall, interest from fixed deposit, endowment funds etc.

Optimal utilization of Fund

Every year the institution identifies the annual financial requirements for maintenance of existing academic process, maintenance of the physical infrastructure, upgradation of facilities in laboratories, strengthening of information and knowledge delivery system and submits this information to Govt. of West Bengal and UGC with proper justification and consideration. The purchases amounting to higher funds are made through tendering/e-tendering in a transparent manner. The income and expenditure are internally and externally audited. The Annual Audit Report, Utilization Certificate is also submitted to the concerned authorities for their ready reference as well as perusal and necessary action.

The Finance Committee (for financial planning and implementation) prepares the budgets and all finance related matters and issues with the representation of teaching and non-teaching staff.

The purchase and building committees plan, propose and discuss all purchase related and building related matters in the respective sub committees. These proposals are placed to the GB after being forwarded by the Finance sub committee for final decision. The Library committee prepares and plans for the book and journal budget in consultation with individual departments.

The college utilizes the fund under the different heads and for purposes like Salaries, Departmental and program wise Budget, Infrastructure, Maintenance, Administrative expenses, Cultural & Co-curricular activities, Admission, Maintenance of ICT facility etc. While doing so, it also keeps in account the preference by trainees through communicating with the students' union.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

Since its establishment following the UGC NAAC guidelines,the IQAC has been committed to ensure a quality environment in the college.IQAC coordinator is usually selected unanimously among the senior faculty members.

The process adopted by the institution for quality assurance through IQAC:

1. Every year IQAC,with the help of the Academic Council and Teachers' Council, frames the action plan. Accordingly assignments are distributed among various subcommittees under the supervision of teacher-in-charge(s).

2. IQAC addresses the students' diversity in a holistic manner.

3. To ensure ICT enabled teaching-learning process, IQAC has taken special care to equip all pedagogy labs with fixed LCD projectors and other equipment,all classrooms with fixed LCD projectors and audio systems, and all faculty members with laptops.

4. The college has its own microphone system for cultural and other programmes.IQAC keeps on upgrading the existing ICT and other equipment facilities to meet the increasing demand of the teaching-learning-research oriented programs.

5. IQAC takes special care for career Advancement of teachers for professional and research oriented upgradation. The Academic Performance Indicator (API) of each faculty is scrutinized by IQAC.

6. IQAC motivates the faculties to attend FDP, Seminar, Workshop,OP,RC,Publications of Research papers etc.

7. IQAC organizes Induction Programmes, invited lectures etc. for quality improvement of teaching staff and trainees.

8. IQAC has recently initiated a policy of providing the registration fee to each faculty for participating in seminars and workshops.

9. IQAC has organized a number of seminars, webinars and one symposium (during lockdown), workshop etc. to facilitate the quality learning as well as research environment.

10. IQAC has taken initiatives for college publications for teaching staff and trainees.

11. IQAC maintains a gym room, indoor and outdoor games

facilities,musical instruments etc. to ensure all round development.

12. **IQAC is committed to orient the faculty members, trainees and other staff with the ethos and culture of the institution.**

13. **IQAC regularly monitors and enhances the available infrastructural facilities to cater to the diverse needs.**

14. **IQAC organizes various social awareness programmes and community outreach activities to address the social needs of the local people.**

15. **IQAC takes special care in addressing the health and education of the female folk of the institution and the community as reflected in various awareness programmes like rally, survey, free health camps, street plays etc.Recently IQAC arranged a vending machine for the female trainees.**

16. **IQAC has developed the Green Policy and Energy Conservation Policy for the institution and guidelines for Institutional Code of Conduct, Grievance Redressal etc.**

17. **IQAC has installed display boards on Anti-Ragging, Green practices, Inclusive and Equal Education for All,No Smoking etc. to orient the trainees about these issues.**

18. **To maintain and promote a pollution free green environment IQAC has conducted a Green Audit by ESHAA.**

19. **Suggestions of the teachers and students are taken into consideration for the overall development and upgradation of the quality of the institution. Analysis of students and teachers feedback helps IQAC to make constructive future plans.**

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

IQAC in consultation with the Academic Council and Teachers' council takes special care in ensuring a quality teaching-learning atmosphere in the institution. The institution aims to create and disseminate knowledge to keep in tune with the contemporary research and development in the field of education.

To cope up with the rising demand and need of integrating ICT in the existing curriculum, the college provides a free wi-fi facility in the entire campus. With the extensive use of ICT facilities the overall learning exposure and experiences have been further enriched. All classrooms, pedagogy labs and the ICT lab have fixed LCD projectors. Audio system is available in the classrooms. Multipurpose halls have projection facilities with microphone systems. The laboratories are upgraded and renovated with required instruments and equipment. The College has different types of laboratories/Rooms such as EDucational TEchnology cum Language laboratory, Social Science Laboratory, Science Laboratory, Psychology Laboratory, ICT laboratory and Maths Laboratory. The college also has provisions for separate rooms for IQAC, Work Education, Gymnasium, Placement cell, store room etc.

Library Management Software (LMS), KOHA has been installed. INFLIBNET N-LIST Journals are subscribed.

At the beginning of every academic session, syllabus to be covered and

other academic responsibilities are distributed among the faculty members in the meetings of the academic council with the approval of the Principal. All curricular activities are incorporated in accordance with the academic calendar designed by the university.

Under the leadership of the IQAC coordinator , academic coordinator, secretary of TC and faculty-in-charges the subcommittees function in productive and constructive ways by providing active assistance and support towards the quality assurance and upgradation of the college.

Smart Classrooms are also established. Teachers are encouraged to incorporate ICT in the teaching-learning process.. Faculty and students are encouraged to use these regularly. The remedial measures are also taken for the slow learners. Special sessions for mentoring and guidance are also conducted.

In order to keep the trainees in touch with the recent developments in the field of education, especially teacher education, IQAC conducts seminars, webinars, symposiums, workshops, invited talks/lectures etc.

Placement Cell guides the trainees regarding the employment opportunities and organizes various programmes to facilitate their placement. The college has a MOU with RICE in this regard.

Alumni association has been actively involved in furthering academic development.

Internship programme is carefully planned and executed involving the mentors, HOIs of schools, peers and mentor teachers of the internship schools. Prior to that Micro teaching skills are practiced rigorously.

The institution implements a system of obtaining feedback from the trainees. Feedback from trainees is collected by distributing a predesigned proforma. The feedback obtained is placed before the IQAC for analysis and implementation in order to improve the teaching learning process.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 7.4

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	4	4	3

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Targets after the first accreditation were:

1.   To complete the first-floor of the women's hostel. Done.

2.   To extend the capacity and scope of the library. The library was shifted to a larger room on the first floor with an adjacent reading room.

3.   The second floor was renovated to allocate for laboratories. Most important was the furnishing of a large hall where cultural activities and important meetings can be done.

The targets after second accreditation:

1. **Formalization of the placement cell was done.**

2. **Further planning for making it a fully competent support for trainees and all stakeholders.**

3. **Organization of workshops and national as well as international seminars, symposiums etc. have been organized towards the**

implementation of NCF 2020 and on gender issues along with book publications.

4. **Access of students to ICT increased via Wi-Fi availability was ensured.**

5. **The library has been made fully automated from partial automation. Remote access has also been enabled.**

6. **Quality of the women's hostel has been improved.**

7. **Registration of Alumni Association has been done.**

8. **Classrooms and maximum laboratories have been well equipped with LCD projectors and audio systems.**

9. **Uninterrupted power and water supply have been assured by installing a generator and water cooler cum purifier.**

Beyond the suggestion of the peer team we have created a beautiful garden including a plant bed for medicinal plants, other beautification, boundary wall, fire safety measures etc. to name a few.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

Institution has a stated energy policy streamlining ways of energy conservation.

The college motivates trainees and staff of our college in giving talks, making seminar presentations etc. on energy conservation. On 12.11.2023 one state level seminar on Energy Conservation was organized at the college in collaboration with PCRA in which one resource person made a presentation and conducted a quiz competition to spread the awareness about energy conservation among the trainees and two trainees of 1st semester made PPT presentations on the said topic.

The college annual magazine and wall magazine frequently focus on energy conservation issues. The institution tries its best to adhere to the energy conservation policies as laid in our institutional guidelines.

The Institution has applied for installation of solar panels to save electricity.

Inspection for installation space has been done by the BDO office. The process is going on.

LED lights have been used in different places.

The issue of energy conservation is seriously discussed in the various meetings of the important decision making committees and councils and brainstorming discussions on ways of saving energy like the teaching and non-teaching staffs of this college make sure that all the lights, fans, air conditioners and computers are switched off when not in use. We give preference to manual equipment rather than electrical ones. The backside of used pages are reused for official works. All rough works are done in

these unused pages thus saving papers. Beside this all the damaged papers are used as paper pulp for making art and crafts and teaching aids in different laboratories and thus conserving energy resources.

In order to take a positive step towards energy conservation the college authority has applied to the BDO Office for installation of the solar panel at the rooftop of the college. The prayer has been accepted, inspection done from the official end.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Institution has a stated policy and procedure for implementation of waste management. Improved waste management ensures a better quality of life. It improves the hygienic conditions of the college campus and reduces the health risks caused by vector borne diseases. Proper waste management has a positive impact on the environment of the college. There are many methods available to dispose of the solid waste. Some of the most commonly used methods in our college are as follows:

- **Landfills: All solid waste except plastic are disposed of regularly. Throwing daily waste /garbage in the landfills eliminates odors and dangers of waste.**

- **Composting: The remains of the dead plants and kitchen waste from the hostel and canteen is turned into nutrients rich food for plants in the form of compost.**

- **Recycling: Old batteries, computers and wires are segregated and sold off at regular intervals. The college repairs the old broken items instead of buying new ones. Faculty and college students are**

motivated to segregate plastic from normal waste and dispose of it accordingly. Regular waste management is done by selling off the unwanted material to the local kabadiwallahs.

- **Motivational programmes: Social awareness programmes are organized to address the issue. This year one road rally was organized in the neighbouring community in order to make the local people aware about the hazards of Dengu and the means of domestic waste management.**

- **Reducing: We at our college are trying our best to discourage the use of plastic materials within the college campus. The faculty and the staff of the college are encouraged to carry their own water bottles instead of using single use plastic water bottles. Instead of using plastic materials in the campus we emphasize on using alternative material like paper and jute bags. This small behavioural change in the trainees and staff of our college ultimately culminates into a clean and green environment inside the college campus.**

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

File Description	Document	
Geotagged photographs	[View Document](#)	
Documentary evidence in support of the claim	[View Document](#)	
Any other relevant information	[View Document](#)	
Any additional link	[View Document](#)	

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

- **The college campus is fully protected by a well constructed boundary wall on all sides. The college has a large green campus with both big trees and small shrubs which offer a very eye-soothing view to all.**

- **Every year all the staff and trainees participate in the cleaning programme as an inseparable part of Swachh Bharat initiative. Social awareness programmes are organized to spread awareness regarding various environment related contemporary issues.**

- Every year the World Environment Day is celebrated with much enthusiasm and vigour. Various cultural programmes, rally, street plays etc. are organized to observe the day. Every year plantation initiatives are taken and saplings are planted both in the ground and earthen pots.

- The college has started to include gifting plants in the felicitation of guests and resource persons as a part of GREEN INITIATIVE. Plantation programmes will cover the Internship schools from next year.

- One small garden for medicinal plants has been constructed . Some basic medicinal plants e.g. Ocimum sanctum, Aloe vera, Ocimum gratissimum, Androghraphis paniculata, Phyllanthus emblica, Curcuma longa, Amomum subulatum, Syzygium aromaticum, Azadirachta indica, Catharanthus roseus etc. are grown here.

- The entire campus is a "No smoking zone". Use of plastic has been drastically minimized. The observance of the World Environment Day will focus on "Reduce Plastic" next year.

- Two soak pits have been constructed inside the college campus to achieve the aim of waste water management and recycling of waste water.

- There is a practice to plant saplings of indigenous trees (prepared in the college) each year at the grounds of internship schools. Plant saplings are gifted to other places also.

- The alumni of this college have always been involved in all good and positive initiatives undertaken by the college . After registration of the Alumni Association, they have organized the World Environment Day programme in which the office bearers presented talks on environmental issues, one noted alumni who is a renowned environmentalist , river specialist cum freelance journalist, awarded as " Green teacher" and at present is the Chairman of South Asian Centre for River Environment and Culture, and the Country Head of Indo-Bangladesh Global Sustainable Forum, has facilitated the

audience with environmental issues and challenges, also how to reduce plastic. Other alumni took part in cultural programs on environmental awareness, tree plantation on the college ground etc.

- **Green Audit has been assessed recently by Environmental Safety and Health Audit Agency (ESHAA) and found to conform to the requirements of ISO 14001:2015 , certificate no: 23MEEOE36 DATE: 16.10. 2023**

File Description	Document
Documents and/or photographs in support of the claim	**View Document**
Any additional information	**View Document**
Link for additional information	**View Document**

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.65

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.076	1.88216	0.03992	0.045	0.0496

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The college, since its inception, has maintained a very good and healthy bonding with the community around it. Situated almost at the heart of the panchayat area, it caters to the needs of the local people in various ways. The college is well connected with the nearby Bagdogra airport, North Bengal Medical College and hospital, nearby nursing homes, namely Mukta Nursing Home and Elena nursing Home, DESUN Hospital, Atharokhai Gram Panchayat Office, BDO office, North Bengal University, North Bengal Science Centre and Handicapped Society for Rehabilitation, Bagdogra and New Jalpaiguri Railway Station, Bus Terminus,Co-Ed and girls' schools, colleges, market etc. This locational benefit has enabled the college to get connected with all important offices and institutes. The college leverages local environment, locational knowledge and resources, community practices and challenges in the following ways:

- **Inviting academicians from North Bengal Medical College and hospital,North Bengal University and colleges as resource persons for delivering lectures, talks, and judges for co-curricular activities and sports;**

- **Sending trainees to nearby schools for school internship (5 schools);**

- **Utilising local places like tea gardens, hill spots for educational tours in order to create historical, ecological, social and cultural awareness among trainees;**

- **Inviting participants and paper contributors from nearby colleges during seminars and publications;**

- **Organizing visits to the North Bengal Science Centre and Handicapped Society for Rehabilitation;**

- **Organizing Blood donation Camp in collaboration with North Bengal Medical College and Hospitals;**

- **Utilizing local schools to collect data for various practicums ;**

- Working for community in various practices of our college in the previous years are as follows:

1. Performing street plays, rallies and road shows consistently as a part of social awareness programs (some examples are "Promoting girl Children and Stop Female Foeticide & Infanticide", "Reduce Plastic Use", " COVID Awareness), "Women Education and Women Empowerment", Prevention of Dengue and Domestic Waste Management"etc.);

2. Allowing the ground hall "Maitree" for various community services like vaccination camp, polling booth, Adhar card correction, enlisting names in voter list, community services through 'Duare Sarkar' project of West Bengal Govt., various cultural and sports programmes for local schools and organizations etc.

3. Allowing the college ground for organization of local fairs, festivals and durga puja etc.

4. Organizing free health camps in collaboration with Matigara Block Health Centre and *DESUN* Hospitals for local community and girl students of nearby internship schools;

5. Planting saplings of indigenous trees at internship schools;

6. Conducting door to door survey by trainees in nearby community to collect data on female health and hygiene;

7. Conducting Literacy Drive by trainees with an aim to spread literacy;

8. Allowing local people organize games tournament e.g. Football Match, Volleyball Match etc.;

9. Allowing students of nearby localities can access the free Wi-fi facility around the campus

The college regularly organizes various awareness programmes to educate

the community regarding important contemporary issues ranging from health and disease to gender sensitization.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. **Code of Conduct is displayed on the institution's website**
2. **Students and teachers are oriented about the Code of Conduct**
3. **There is a committee to monitor adherence to the Code of Conduct**
4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice 1

1. Title of the Practice : Service to Humanity

2. Goal : To organize community services like road rallies; street play; surveys on female health and hygiene; blood donation camps etc.

3. The Context : Situated in a panchayat area the college has been committed to conduct community outreach activities since its inception because awareness related to crucial social and health issues is quite lacking among the local people majority of which belong to BPL or just above that.

4. The Practice :

- **Conducting street plays, rallies and road shows on "Promoting girl Children and Stop Female Foeticide & Infanticide", "Reduce Plastic Use", " COVID Awareness", "Prevention of Dengue and Domestic Waste Management", "Environmental issues;, door to door surveys by trainees in nearby community to collect data on female health and hygiene; literacy drive by trainees with an aim to spread literacy etc. form a part of social awareness programs.**

- **In collaboration with North Bengal Medical College one blood donation camp was organized on the auspicious Teachers' Day (05.09. 2021) in which 28 people (teachers, staff, trainees, alumni and local people) donated blood voluntarily in presence of Dr. K. Khan and Dr. M .K. Das. This is the second time that the college organized a blood donation camp (the first one was on 08.01.2013) .**

5. Evidence of Success: Positive feedback indicates the success of such initiatives. The collected blood was preserved by NBMC for further use. Almost all staff and trainees were present.

6. Problems Encountered: Financial support

Resources required: Teamwork, motivation and better infrastructure

Best Practice 2

1. Title of the Practice : Fostering Research Oriented Approach among Trainees

2. Goal : To develop research competencies among trainees for presentation and publication

3. The Context : Today's trainees are future teachers to be trained to be creative and innovative in their teaching-learning approach which requires some level of research competencies. For that they need to be active practitioners of research paper presentation and publication.

4. The Practice :

- **The college has been organizing UGC, SCERT sponsored and self-financed seminars for years which continued even during the pandemic.**

- **In an international webinar on "Looking at Gender through Varying Lens" (8th and 9th October, 2020) trainees and alumni were encouraged to present papers.**

- **One three-day workshop on "Research Methodology and Paper Presentation" was organized from 05.04.23 to 08.04.23 (7th being a Sunday) to facilitate trainees by external and internal resource persons on the said topic.**

- **In another international seminar on "Emerging Trends in Indian Education and Culture" (28th April, 2023) trainees and alumni were motivated to participate.**

5. Evidence of Success:

- **Some selected papers were published in the college's own publication on Gender .**

- **One-third of current trainees and alumni presented papers under**

the mentorship of faculty members. These papers were published in the college's own publication.

6. Problems Encountered: Time constraint

Resources required: College library, internet connectivity, ICT lab., resource persons, mentoring faculty.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Distinctiveness related to its vision:

The vision statement of the college is: " To meet State's growing need for efficient and committed learner-centered teachers who make education accessible to all without considerations of caste, creed or gender".The college endeavors ceaselessly to train a group of enthusiastic, competent, dynamic and multicultural teacher trainees with ICT competence to serve with utmost commitment to the society in general and the arena of education in particular.

Honoring the present need of ICT competence and maintaining peace and harmony in a multicultural society, one distinctive practice of the College

is to pay equal focus on ICT based curricular and co curricular activities emphasizing on the positive spirit of multiculturalism throughout the year to provide a platform to nurture leadership abilities, develop social skills, commitment towards the community, and project hidden potentialities, and their own indigenous socio-cultural heritage.

Priority areas:

Numerous efforts have been made for years to change the traditional teaching-learning ambience into experience-based learning with special focus on ICT-enabled multicultural practices in the following ways by:

- Utilizing the rich fabric of diverse cultural, social and linguistic background of trainees by involving them in various curricular as well as co-curricular activities in which ICT support plays a crucial role;

- Assigning practicum, assignment, oral presentation, and participation in seminars, symposium, workshops, paper presentations, group discussions etc.with an aim to incorporate extensive use of ICT (projector, google classroom etc.) and reflect the spirit of multilingualism;

- Providing trainees access to e-journals and e-books through the library and providing bilingual study materials both in print and e-form (online materials, PPT etc.) based on their linguistic background;

- Encouraging multicultural practices of learnt knowledge supported by ICT. e.g the theoretical knowledge of Multilingualism, Multiculturalism (C 1.1.4), Nationalism, Internationalism, National Integration (1.2.8A), Drama as an educational tool (EPC 2), Importance of mother language (1.2.7A- Language), Gender issues in society (1.4.6), Inclusive education (1.4.10), Environmental issues & challenges (1.4.11 optional), Yoga education (EPC 4) through various activities and programmes;

- Offering "Critical Understanding of ICT" (EPC 3) as a compulsory

paper;

- **Ensuring extensive use of ICT enabled online / Blended and offline mode of classroom transaction by both faculty and trainees;**

- **Using bilingual PPT in classroom teaching;**

- **Encouraging trainees and faculty to continue multicultural and academic activities via online mode during the total lockdown period following the fatal waves of pandemic;**

- **Conducting seminars, symposiums, webinars with ICT competence and bilingualism being the strongest asset;**

- **Making the library fully automated for trainees and staff with remote access to e-journals and e-books.**

- **Uploading all official documents to apex bodies, and required informations as well as internal marks to the University portal;**

- **Thrust areas:**

- **Consistent organization of various online and offline curricular and co-curricular activities over the years has contributed significantly to producing socially productive and responsible members of the society. The placement status of passed out trainees is very high. Student's progression to higher studies including Ph D programmes is quite satisfactory.**

-

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Our future plans include:

1. **To expand the existing building to manage the space problem**

2. **To opening another unit of B.Ed. or any other relevant course on education**

Concluding Remarks :

Being one of the premier teachers training institutions, the college, since its inception, has been serving to cater to diversified needs of the aspirant trainees of this region and beyond. The college offers a well-furnished infrastructure on its own campus protected by well-built boundary walls, well-equipped and ICT-enabled classrooms and laboratories, big multipurpose halls, large green eco-friendly campus, skilled and efficient faculty and non-teaching staff, efficient administration to ensure a proper and effective educational ambiance for the potential, dynamic and energetic future teaching force. The well maintained college premise is conducive to nurture and facilitate the all round development to the trainees being the main focus of the B.Ed. programme. The success rate of trainees in B.Ed. Term End Examinations for years is100% with very good grade points. The well placed alumni carry the legacy of quality training in their respective professions. The active presence of alumni in various activities add more colour to the institutional fabric. With the rising demand of integrating ICT in education, the institution has updated the existing ICT procurement quite effectively. Under the guidance of the GB, all internal cells/committees/councils function towards the maximum fulfillment of the stated vision and mission of the college. Being committed to community wellbeing, the college has been organizing various social awareness and outreach activities to address numerous contemporary social issues with special focus on women education and empowerment, and gender sensitization, survey on female health and hygiene, literacy drive, free health check ups etc. Dedicated to the noble cause of imparting quality and barrier-

free teacher training education, the college has earned immense trust and satisfaction of the young aspirants over the years. Inspired by Rabindranath Tagore's vision of a world , " Where the mind is without fear /and the head is held high/Where knowledge is free…", the college vows to tread on a path defined by equality, inclusion, dynamism and holistic kind of knowledge for a better society to live in.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**At the institution level, the curriculum planning and adoption are a collaborative effort;** **Indicate the persons involved in the curriculum planning process during the last completed academic year** **1. Faculty of the institution** **2. Head/Principal of the institution** **3. Schools including Practice teaching schools** **4. Employers** **5. Experts** **6. Students** **7. Alumni** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made necessary changes.
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made necessary changes.
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	16	16

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI.

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Answer before DVV Verification : B. Any 4 of the above
Answer After DVV Verification: A. Any 5 or more of the above
Remark : DVV has made changes as per report shared by HEI and has been upgraded as we are able to see 5 options.

2.2.4

Student-Mentor ratio for the last completed academic year

2.2.4.1. **Number of mentors in the Institution**
Answer before DVV Verification : 9
Answer after DVV Verification: 8

Remark : DVV has made changes as per report shared by HEI and values have been downgraded as we have excluded libraian.

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

Answer After DVV Verification :

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

Remark : DVV has made changes as per report shared by HEI and values have been downgraded as we have excluded librarian.

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year
Answer before DVV Verification : 99
Answer after DVV Verification: 95

Remark : DVV has made changes as per report shared by HEI

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 4 of the above
Remark : DVV has made necessary changes.

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year
Answer before DVV Verification : 117
Answer after DVV Verification: 94

Remark : DVV has made changes as per report shared by HEI and values have been modified as

	we have excluded libraiain.
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made necessary changes.
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---|
15.47	43.09	8.53	18.95	19.45 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---|
21.27	43.09	8.53	18.95	19.45	 Remark : DVV has made changes as per report shared by HEI and values have been modified as we have consider values of appliances, building , computer , equipment , furniture and projector.
4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19	 |---|---|---|---|---|
3.13482	1.19625	1.68541	1.37807	0.7084 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---|
0.85	2.41	1.19	1.68	1.39	

Remark : DVV has made changes as per report shared by HEI.

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

4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21.16	20.82	9.68	18	16.21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16.23	16.33	9.78	15.05	13.51

Remark : DVV has made changes as per report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	97	96	93	96

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	97	96	93	96

2.1	**Number of full time teachers year wise during the last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	9	9

Answer After DVV Verification:

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

2.2	**Number of Sanctioned posts year wise during the last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

Answer After DVV Verification:

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

3.1 **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
198.06973	127.12934	146.18331	151.2427	146.39634

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56.84	73.35	33.06	83.22	77.03