



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		SILIGURI B ED COLLEGE
• Name of the Head of the institution	DR. BIBHUTI BHUSAN SARANGI	
• Designation	PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	03532581566	
• Mobile No:	8900284340	
• Registered e-mail ID (Principal)	slg_bedclg@yahoo.co.in	
• Alternate Email ID	siliguribedcollegeonline@gmail.com	
• Address	BARAMOHAN SINGH JOTE, P.O.-KADAMTALA, SHIVMANDIR	
• City/Town	SILIGURI	
• State/UT	WEST BENGAL	
• Pin Code	734011	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Rural																		
• Financial Status	Grants-in aid																		
• Name of the Affiliating University	THE WEST BENGAL UNIVERSITY OF TEACHERS' TRAINING EDUCATION PLANNING AND ADMINISTRATION																		
• Name of the IQAC Co-ordinator/Director	DR. RITUPARNA BASAK (DASGUPTA)																		
• Phone No.	03532581566																		
• Alternate phone No.(IQAC)																			
• Mobile (IQAC)	9832324347																		
• IQAC e-mail address	siliguribedcollege.iqac@gmail.com																		
• Alternate e-mail address (IQAC)	riturbu@gmail.com																		
3.Website address	www.siliguribedcollege.com																		
• Web-link of the AQAR: (Previous Academic Year)	http://siliguribedcollege.com/userfiles/file/iqac/AQAR-20-21.pdf																		
4.Whether Academic Calendar prepared during the year?	Yes																		
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.siliguribedcollege.com/userfiles/file/Academic%20Calendar%202021-22_compressed.pdf																		
5.Accreditation Details																			
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B+</td> <td>76.40</td> <td>2007</td> <td>31/03/2007</td> <td>30/03/2012</td> </tr> <tr> <td>Cycle 2</td> <td>B</td> <td>2.45</td> <td>2016</td> <td>11/07/2016</td> <td>10/07/2021</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B+	76.40	2007	31/03/2007	30/03/2012	Cycle 2	B	2.45	2016	11/07/2016	10/07/2021	
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to														
Cycle 1	B+	76.40	2007	31/03/2007	30/03/2012														
Cycle 2	B	2.45	2016	11/07/2016	10/07/2021														
6.Date of Establishment of IQAC	01/07/2011																		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.																			

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	NIL
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		4		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
The institution continued online classes by creating Google classrooms where classes were taken, assignments were given and received, e-materials were shared.				
The college supported one faculty to submit PhD under Rabindra Bharati University. He has been awarded with PhD degree.				
The college publication "Looking at Gender through Varying Lens" has been successfully taken place.				
3 special lectures has been arranged to reinforce the curriculum				
The institution conducted one National, one International webinar and one symposium via online mode.				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may				

be provided).

Plan of Action	Achievements/Outcomes
To ensure the continuation of quality online teaching-learning process	Ensured. All teaching-learning-evaluation (internal) took place via online mode successfully upto the reopening of the institution.
To organize more online webinars/ symposiums	Conducted 1 National and 1 International webinar and 1 symposium and 3 special lectures
To encourage faculty for research work	1. One faculty submitted and is awarded PhD under Rabindra Bharati University 2. Two faculty members continued PhD programme under North Bengal University 3. One faculty member took admission in PhD programme under North Bengal University
To complete the college publication " Looking at Gender through Varying Lens".	The book has been published.
To construct a concrete front pavement covered with road tiles from front gate to ladies' hostel	Construction done.
To install fire safety measures	Installed.
To ensure all safety protocols related to pandemic	Ensured.
To complete library automation	Completed.
To encourage faculty members for publication	Almost all faculty members were engaged in publication.
To do thorough repair and renovation of the Principal's room, office.	Work completed

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Body	04/08/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	26/01/2022

15. Multidisciplinary / interdisciplinary

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, 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 co-curricular 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 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 2nd semester in the course 1.2.7A rest of the courses incorporating all aspects of education in a holistic manner for the trainees. The trainees participate in the cultural and other programmes equally and wholeheartedly 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.

16.Academic bank of credits (ABC):

The institution took initiative to keep record of trainee-teachers' final semester marks and credit points secured. The institution is ready to register under the ABC as soon as the concerned University (WBUTTEPA) gives required access. 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 MIS system and ready with all the data required to register under ABC at institutional level.

17.Skill development:

a. The Institution provides various opportunities to strengthen the vocational skills among trainees of each year. Such as preparation of date calendar, making flat file and cover file, book covers etc., fabric works, crafts of different toys waste products, candle making, sewing and weaving etc.

b. For soft skill development the Institution installed virtual classroom, IT classroom. Trainees developed their learning skills with the help of Computers (near about 20). Trainees also learn the preparation of PPT, TLM etc. for smooth conduction of teaching.

c. The Institution tries the her best practices by inculcating the National Days e.g. Independence Day, Republic Day, Gandhi Jayanti, Birth day of Swami Vivekananda, Sarvepalli Radhakrishnan, Rabindranath Tagore greatly related to National Level Integration.

Some of the Good practices maintained by the Institution are as follows:-

- Morning Assembly
- Meditation and Yoga
- Gardening
- Indoor & Out door games etc.

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

The college follows the syllabus tailor made by WBUTTEPA, where there is provision for integrating 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.

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.

19.Focus on Outcome based education (OBE):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, and instructors guide the students based on the target outcomes.

Our college provided so many opportunities for Outcome Based Education (OBE) in respect of the NPE-2020. The parameter of OBE is given below:

- Brings clarity among the teachers and students
- Every student has the flexibility and freedom of learning in their ways.
- There is more than one method of learning
- Reduces comparison among the students as everyone has a different target
- Completely involves students taking responsibility for their goals

The college will provide more facilities in future for OBE.

20.Distance education/online education:

At present there is no provision for offering vocational courses through ODL mode by the institution. Earlier B.ED. programmes through ODL mode offered by IGNOU and NSOU existed. The college is planning to start such courses in the near future.

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 (one at national and one international) and one symposium on "Future classroom and Learning management system" were organised online.

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.

Extended Profile

2.Student

2.1		97
Number of students on roll during the year		
File Description		Documents
Data Template	View File	
2.2		50
Number of seats sanctioned during the year		
File Description		Documents
Data Template	View File	
2.3		24
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description		Documents
Data Template	View File	
2.4		47
Number of outgoing / final year students during the year:		
File Description		Documents
Data Template	View File	
2.5	Number of graduating students during the year	47
File Description		Documents
Data Template	View File	
2.6		48
Number of students enrolled during the year		
File Description		Documents
Data Template	View File	
4.Institution		

4.1	73.34970
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	24
Total number of computers on campus for academic purposes	

5. Teacher

5.1	8
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2	8
Number of sanctioned posts for the year:	

Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

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

Situated in Darjeeling district of West Bengal, Siliguri B.Ed. College is a Teachers' Training Institution (B.ED.) affiliated to the WBUTTEPA and recognised by NCTE (ERC). The college abides by the curriculum as framed and directed by WBUTTEPA 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. 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. Micro Teaching, Simulated Teaching, Team Teaching, Cooperative learning, Peer-learning, School/Field study projects, School Internship are done with an aim to train the aspiring trainee- teachers equipped with teaching skills and leadership qualities.

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

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

C. Any 3 of the above

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

<p>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</p>	<p>B. Any 3 of the Above</p>
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File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.siliguribedcollege.com/userfiles/file/2.6.1%20AQAR%20PROGRAMME%20AND%20COURSE%20OUTCOME.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

10

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File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

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

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

One of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The trainees are encouraged to enhance their teaching skills according to the modern techniques and methods such as micro teaching, simulated teaching, teaching internship as prescribed in the syllabus. Apart from these, active participation in seminars, 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, College Foundation Day, Birthday and demise day of Gurudev Rabindranath Tagore, Rakhi bandhan utsav, etc. and other co curricular activities like social awareness programme, Mock Parliament, publication of wall and annual magazine, games and sports, field visits 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	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

According to the prescribed syllabus the B.Ed. trainees are deputed to

various govt. schools of near by 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.

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

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

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

1.4 - Feedback System

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

One of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

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

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

25

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

25

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

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

2

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

2

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

2.2 - Honoring Student Diversity

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

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.

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

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

Four/Three of the above

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

<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>Three of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

7:1

2.2.4.1 - Number of mentors in the Institution

8

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

2.3 - Teaching- Learning Process

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

Apart from conventional classroom transaction and chalk and talk

practice, other multiple approaches are integrated within the teaching-learning process. These include Seminars/Webinars, Debates, Group Discussion, Collaborative learning, Peer learning, regular use of ICT in classrooms etc. During this session, one National level webinar, one International level webinar, one Symposium, special lectures by invited resource persons were organised to provide the trainees with maximum diversified exposures. Experiential learning, collaborative learning, problem-solving methodologies, brainstorming etc. are incorporated in the teaching-learning process. Trainees are equipped with all necessary micro-teaching skills to complete school internship programmes successfully.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/NDg1MDYwMTIwNzU3?cjc=3sd5iur
Any other relevant information	No File Uploaded

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

97

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	View File

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

There is a mentoring system in the college, where teachers act as academic mentors as well as counselors. Following the curriculum designed by WBUTTEPA the trainees of second semester 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 based on diversified linguistic needs situated in Shiv Mandir and Bagdogra. 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.

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Trainees are encouraged to participate in various co-curricular activities beside their academic and curricular activities inside and outside the college. 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. The college provides a wide exposure of diverse activities like seminars, workshops, group discussion, participation in lectures delivered by different subject experts, enhancing teaching skills etc.

Working in small groups and pairs, peer based learning, games, poster making etc. are followed. Other strategies include Blue ocean strategy and out of the box thinking among the trainees during the teaching learning process to nurture and motivate their creativity and innovativeness. 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.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

All of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

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

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

As a teachers' training institute 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 curriculum designed by WBUTTEPA, the affiliating University, the trainees of second semester have to undertake a one month school internship programme. During this period the trainees are oriented and acquainted with the overall working pattern of the school. This internship programme usually takes place in the month of April/May. 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. Trainees are trained with micro teaching skills and simulated teaching prior to the internship.

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

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

2.4.9.1 - Number of final year students during the academic year

48

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

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

Three/Four of the above

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

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

Following the curriculum designed by WBUTTEPA the trainees of second semester 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. After getting the approval from the Principal, schools of the headmasters\headmistresses are communicated about the same. 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.

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

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

Three of the above

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

8

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

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

5

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

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

7

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

83

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

One faculty member has been awarded Ph.D. Two 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.

The college has published one book titled " Looking at Gender through varying Lenses". The college has organized National and International level webinars, one symposium, special lectures by invited resource persons etc. to update the faculty professionally. Teachers have attended the same as participants, resource persons, keynote speakers, paper presenters etc. during this period.

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

2.6 - Evaluation Process

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

The Continuous Internal Evaluation System is conducted following the university guidelines in the following ways:

- 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.
- Remedial classes are allotted for further guidance, if any.
- Both simulated teaching and micro teaching classes are supervised with mentor and peer feedback

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 re-opening in a neo-normal situation, faculty members encouraged learners to adopt a blended mode of education.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

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

Four of the above

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

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

The college does not have any mechanism for grievance redressal of its own in terms of university 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 in the session.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

Prepared as per the university (WBUTTEPA) guidelines and norms.

- Academic calendar is prepared as per the university (WBUTTEPA)

guidelines and norms.

- At the beginning of each session the academic council of the college finalizes the academic as well as the co curricular activities and hand 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.

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.

2.7 - Student Performance and Learning Outcomes

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

Siliguri B.Ed. College is committed to fulfill all the objectives of program based outcome and course based outcome as defined by WBUTTEPA effectively. 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 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. Besides, the institution has arranged national and international webinars based on the emerging needs of the society e.g. "Upcoming Waves of Pandemic: A Call for Preparedness", Symposium on "Future Classroom and Learning Management System" etc. Regarding outreach programs, several awareness programs such as gender sensitization programmes, Blood donation camp, maintenance of the green campus etc. In support of need based learning, the college arranges remedial teaching, tutorial classes etc.

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

2.7.2 - Pass percentage of Students during the year

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

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

Our college is running with a single programme i.e. B.Ed. programme. the duration of this programme is two years consisting of four semesters. each semester is roughly of six months duration including regular classes, assignments, practice teaching and examination. As the college is affiliated under WBUTTEPA it follows the guidance of the university from time to time.

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

2.7.4 - Performance of outgoing students in internal assessment

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

47

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

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

Performance of students on various assessment tasks reflects the extent to which their initially identified learning needs are catered to. Learning needs of the students are identified with the help of interaction, observation and assessment. Learning needs are addressed accordingly. The meeting of these needs are reflected through their performance at various assessment level.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/forms/d/1GNYxPQPe4edE5FTOhVW8N_x_gBRCckb3RTnUkGSDiLo/edit#responses

RESEARCH AND OUTREACH ACTIVITIES**3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

0

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

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

0

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

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

Two of the above

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

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

One of the above

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

3.2 - Research Publications

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

3

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

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

21

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

3

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

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

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

85

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

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

92

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

92

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

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

The college is committed to render Extension activities in the neighbourhood community for years. In terms of both impact and sensitising trainees to social issues and holistic development. 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, like blood donation, tree plantation, COVID awareness with special emphasis on self hygiene, sanitization practices and physical distancing, gender sensitization (BOOK Publication, Debate, Wall magazine, Women's Day Celebration) are organized. The institution motivates the trainees to maintain cleanliness in and around the Campus.

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

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

3

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

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

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Situated in the rural Panchayat area, Siliguri B.Ed. College stands apart from others in terms of its excellence, merit and services. Being one of the premier teachers' training institutes of West Bengal, the college is committed to train the trainees to become skilled and competent teachers. The colleges offers training in a number of method subjects taught in secondary and higher secondary schools of West Bengal. The college provides adequate infrastructural facilities like multipurpose halls, smart class room, Virtual classroom, free WiFi, psychology lab, Educational Technology lab, social science lab, science lab, art and craft lab, computer lab, Maths lab, gymnasium, IQAC room, separate girls' and boys' common room, big playground, well constructed boundary wall etc. The women's hostel provides accommodation to women trainees coming from distant places. The college library is very rich in both print and e resources with a good collection of books based on syllabus and beyond. Reading room facilities with WiFi enriched computers are provided. Limited xerox facility is available. The college ensures a green campus with "No plastic Zone " and "No Smoking Zone". Besides undergoing teaching internship programmes, the trainees participate in several co-curricular activities including community involvement programme etc.

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

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.siliguribedcollege.com/facilities.html
Any other relevant information	No File Uploaded

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

4.45138

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

4.2 - Library as a Learning Resource

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

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. 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

keyboard. The data may be retrieved in standard format, in ISBD format or in full MARC format. The library purchased a barcode scanner and a printer to facilitate the automated circulation process.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.siliguribedcollege.com/library.html
Any other relevant information	View File

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

The link has been created on the college website to connect the ILMS of the library. The system home page can be accessed through the link where users can search the OPAC to access library resources. 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 from the home page.

The college library maintains a digital library in the smallest version in its Google drive account. Few books that are highly demanded by Students or rare books and the question papers of final university examinations have been converted to soft copy or e-version by scanning them by the available scanner (with limited facilities) in the library. These e-resources are 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 users are also communicated (Virtual reference service) through email. Resources are also shared through "Library" in Google Classroom as every student, teacher and staff got an account under this G-Suite account.

The library also has a small institutional repository on YouTube containing selective video lectures and cultural activities by the students and teachers.

YouTube Link:

1. Cultural Activities:

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

2. Educational Lectures, Webinars:

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

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

2.27792

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

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

445

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

The college has one smart classroom (ET lab) and one virtual classroom for the trainees. Two classrooms are facilitated with fixed LCD projectors. One OHP is kept in the ET lab along with a smart board with fixed LCD projector. There is a computer lab, WiFi enabled library, well equipped seminar halls. Free wifi is available for all inside the campus. The college has around 30 desktop computers and 6 laptops. Biometric attendance system is in practice. CCTVs are installed in the classrooms and campus area.

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

4.3.2 - Student – Computer ratio during the academic year

20 : 3

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

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

C. 250 MBPS - 500MBPS

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

One of the above

distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

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

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

72.357797

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

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

The college 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 built boundary walls. Except the college annual sports, football tournaments, cricket matches etc.are organised by local bodies for the local community.

6.The college has a well built women's hostel to facilitate women trainees' accommodation issues. 7.The college has a well developed computer lab with an internet facility.

7. The college campus is fully protected by a well constructed boundary wall on all sides.

There are 6 laboratories, namely the Educational Technology lab., Social Science Lab., Mathematics Lab., Science Lab., Psychology Lab., and Computer Lab. All laboratories are well equipped.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.siliguribedcollege.com/facilities.html
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content

Three of the above

development Online assessment of learning	
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

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

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

One of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
6	47

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

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

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

2

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

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

17

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

5.3 - Student Participation and Activities

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

The College has a Students' Union whose members are elected by the trainees for one academic session. The council consists of one General Secretary, one assistant General Secretary and other ten members. The GS of the students' union becomes the student representative at the GB. These ten members act as the convenor 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, their important days and events of global and regional importance are celebrated with much enthusiasm and vigour. 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 fields.

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

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

21

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

The college maintains a good relationship with its alumni but the process of registration of alumni association is just completed. The procedure has been finished in September 2022.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

None of the above

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

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

0

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

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

The college maintains a good relationship with its alumni but the process of registration of alumni association is yet to be completed. The procedure has been started.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory

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

Siliguri B.Ed College is a co-educational teacher training college functioning in compliance with the direction given by NCTE, UGC, MHRD, Govt. of West Bengal and 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.

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.

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

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

The management of the college has mainly two basic committees such as the college Governing Body(GB), and academic and administration committee (Principal, Faculties and Staff). Regular meetings of these committees are held for the effective and smooth functioning of the institute. There are two levels of administrative structure under which all the activities of the college are carried out.

Management Level - The management of the college is directed by GB, whose members are appointed in accordance with the guidelines provided by Government guidelines.

Institute Level - All the main decisions related to the institute are taken by the principal in consultations with the academic and administrative committee. 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.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

The institution makes every possible effort to maintain transparency at financial, academic, administrative and other levels.

a) **Financial Transparency** - Financial transparency is maintained by conducting the statutory financial audit done by the state Government approved Auditor at the end of each financial year.

b) **Academic Transparency**- It takes place at both curricular and co curricular level. All curricular activities are incorporated in accordance with the academic calendar designed by the university. The practice teaching and school internship is organised in consultation with the headmasters/headmistresses of the concerned schools. Before deputing trainees to various schools their

preference (based on medium of instruction) for schools are sought and addressed accordingly.

c) Administrative Transparency - The college Governing Body (GB) consists of Principal, 2 Govt. nominees, 2 university nominees, 3 teacher

representatives, 1 NTS and 1 student representative. The President is unanimously selected or elected. As per the Government recommendations the substantive posts are filled up. Various sub committees function. All plannings, decisions, tentative expenditure etc. are done democratically following the government. rules and communicated to concerned stakeholders.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

Being a teachers' training institution the college always endeavours to provide trainees diverse kinds of learning exposures to become ideal and resourceful teachers in future. Trainees are encouraged to participate in various co-curricular activities besides their academic and curricular activities inside and outside the college campus. 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. The college provides a wide exposure of diverse activities like seminars, workshops, group discussion, participation in lectures delivered by different subject experts, enhancing teaching skills etc. Working in small groups and pairs, peer based learning, games, poster making etc. are followed. Other strategies include Blue ocean strategy and out of the box thinking among the trainees during the teaching learning process to nurture and motivate their creativity and innovativeness. 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.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.siliguribedcollege.com/userfiles/file/Plan%20of%20Action%202021-2022.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The 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. 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 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' Union whose members are elected by the trainees for one academic session. The council consists of one General Secretary, one assistant General Secretary and other ten members who act as the convener 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	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

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

Various bodies like the college Governing Body, Teachers' council and IQAC 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.

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

6.3 - Faculty Empowerment Strategies

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

The college 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:

1. A 'Co-operative Society' is functioning in the Institute for NTS of the college.
2. 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.
3. In almost all cultural and sports events organized by the college, faculty members and NTS participate.
4. Full-fledged canteen facility is available in the campus to provide food and snacks at reasonable prices to the staff and students.
5. The college authority provides Puja advance to Group C and Group D staff. It is adjusted every month from their salary.

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

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

0

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

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

0

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

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

2

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

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

The institution has recently developed its own mechanism for internal self-appraisal format for teaching and non-teaching. Also 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. All experts and nominees are appointed by the State Government.

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

6.4 - Financial Management and Resource Mobilization

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

Following the convention the college conducts year wise statutory external audits as per the government guidelines. The audit is done by the Government approved and nominated agency. The Audit report is placed at the GB meeting for approval and sent to the Government also.

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

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

0

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

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

The college has a well organised 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.

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 purpose like Salaries, Departmental 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	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

Following the UGC NAAC guidelines the college IQAC was established on 01.07.2011. Since then IQAC has been committed to ensure a quality environment in the college. IQAC is renewed/ formed following the IQAC NAAC guidelines at the beginning of every tenure. IQAC coordinator is usually selected unanimously. Every year IQAC, with the help of the Academic Council and Teachers' Council prepares the annual plan. It monitors the quality improvement of the teaching learning process, infrastructural development, students involvement and progression, research work, publication etc. IQAC takes special care for career Advancement of teachers for professional and research oriented upgradation. 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	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

IQAC in consultation with the Academic Council and Teachers' council takes special care in ensuring a quality teaching-learning atmosphere in the institution. At the beginning of every academic session, syllabus to be covered and other academic responsibilities are distributed among the faculty members in the meeting 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

With the extensive use of ICT facilities the overall learning exposure and experiences have been further enriched.

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.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

10

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.siliguribedcollege.com/userfiles/file/IQAC%20MEETING%20MINUTES%202022-22_compressed-221114044551.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://silguribedcollege.com/userfiles/file/igac/AQAR-20-21.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

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 spreading 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:

Formalization of the guidance and counselling cell was done. Further planning for making it a fully competent support for trainees and all stakeholders. Organization of faculty development programs: Even under problems of funds and pressure of work in the midst of pandemic webinars were organized including that on NCF 2020 and on gender issues along with publications.

Access of students to ICT increased via Wi-Fi availability.

Beyond the suggestion of the peer team we have created a beautiful garden allowing green to be all around.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

No such practice is available in the college

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

No such practice is available in the college.

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

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

One of the above

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

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

One of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The college 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 create 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. Social awareness programmes include healthy environment initiatives. Every year plantation initiatives are taken and saplings are planted both in the ground and earthen pots. The entire campus is a "No smoking zone". Use of plastic has been drastically minimized. Trainees and staff are frequently encouraged to maintain a smoking-free campus , to use less plastic etc.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	View File

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

Four of the above

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

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

1.88216

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

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

The college, 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 regularly organizes various awareness programmes to educate the community regarding important contemporary issues ranging from health and disease to gender sensitization. The college ground is made accessible for the local community to conduct cultural programmes, fairs, religious festivals, games and sports etc. The annual sports of a nearby primary school are held in the college ground every year. Students of nearby locality can access the free Wi-fi facility around the campus. Small shopkeepers collect pure drinking water from the

college. The hall room of the ground floor is used for conducting examinations of drawing and other cultural activities by the local people. Other government driven initiatives like vaccination camp, free health check up, Correction in voter ID card etc. are also done here. The college campus is utilized by the State Government for election purposes of all types every time.

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

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

B. Any 3 of the above

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

7.2 - Best Practices

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

BEST PRACTICES

1. Title: Smart Library

2. Practice: Library is fully automated under the ILMS (KOHA) and separate WIFI. The system home page can be accessed through the link on the college website where users can search the OPAC in Bengali and English to access library resources.

3. Impact

Quick and quality services with minimum manpower.

Access to library resources from anywhere and anytime.

4. 1 Obstacles: manpower, covid-19 situation.

4.2. Strategies to overcome:

outsourcing agency

precautions and safety measures

5. Resources required

? Computers

? Software (KOHA)

? Barcode Scanner

? Printer

? Thermal Printer

? Stationeries

? Manpower.

2

1. Title: Service to Humanity

2. Practice: The College, in collaboration with North Bengal Medical College organized a Blood Donation Camp on the auspicious occasion of Teachers' day, 2022. 25 Teachers, staff, students (present and alumni), and members of the local community donated blood voluntarily.

3. Impact:

The collected blood was preserved by NBMC for further use.

Feelings of Self-satisfaction of Donor, organizer and Community.

4.1 Obstacles: Lack of motivation and awareness.

4.2 Strategies to overcome: Personalized motivation.

5. Resources:

Mobile Ambulance with all equipment (Weight Machine, Pressure machine, Bed, necessary blood transfusion equipment,etc.)

Food

First Aid

Manpower

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

7.3 - Institutional Distinctiveness

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

The 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 objectives:

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.

One distinctive practice of the College is to pay equal focus on Co Curricular activities along with curricular ones organised throughout the year to provide a platform to nurture leadership abilities, develop social skills and project hidden talents and potentialities of the trainees. The college utilizes the rich fabric of diverse cultural, social, linguistic background of the trainees. Consistent organization of social awareness and gender sensitization programmes over the years has contributed significantly to producing socially productive and responsible members of the society.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File