



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>	
	EASTERN DOOARS B.ED. TRAINING COLLEGE
• Name of the Head of the institution	Dr. SANATANA TRIPATHY
• Designation	PROFESSOR CUM PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9734155574
• Mobile No:	9474767570
• Registered e-mail ID (Principal)	tripathy.sanatana123@gmail.com
• Alternate Email ID	edbdtc@gmail.com
• Address	VILL. & P.O. BHATIBARI, DIST. ALIPURDUAR, PIN-736121, W.B.
• City/Town	ALIPURDUAR
• State/UT	WEST BENGAL
• Pin Code	736121
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	<b>Rural</b>				
• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>Baba Saheb Ambedkar Education University (Erstwhile West Bengal University of Teachers' Training Education Planning and Administration)</b>				
• Name of the IQAC Co-ordinator/Director	<b>Dr Sanghamitra Roy &amp; Mr. Abhijeet Ghosal</b>				
• Phone No.	<b>9749012097</b>				
• Alternate phone No.(IQAC)	<b>8250567016</b>				
• Mobile (IQAC)	<b>8101536531</b>				
• IQAC e-mail address	<b>drsroydeb@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>edbdtc@gmail.com</b>				
<b>3.Website address</b>	<a href="https://www.easterndooarscollege.org">https://www.easterndooarscollege.org</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.easterndooarscollege.org">https://www.easterndooarscollege.org</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.easterndooarscollege.org">https://www.easterndooarscollege.org</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B</b>	<b>2.31</b>	<b>2017</b>	<b>27/11/2017</b>	<b>26/11/2022</b>
<b>6.Date of Establishment of IQAC</b>			<b>16/07/2014</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
nil	nil	nil	Nil	0
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>		No File Uploaded		
<b>9.No. of IQAC meetings held during the year</b>		<b>2</b>		
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>No</b>		
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>		<a href="#">View File</a>		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>				
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
Arrangement of awareness camp.				
Facilitation of the creation of learning centered approach.				
Arrangement of Health related camp cum Yoga Observation.				
Creation of skill development camp through art & craft.				
Organization of a International Seminar for the improvement of skill of presentation				
<b>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).</b>				

Plan of Action	Achievements/Outcomes
nil	nil
<b>13. Whether the AQAR was placed before statutory body?</b>	No
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
Nil	Nil
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2021	14/01/2023
<b>15. Multidisciplinary / interdisciplinary</b>	
<p>Multidisciplinary is an approach which focuses on viewing the same object from different viewpoints. At EDBDTC, there are some programmes namely B.Ed. and M.Ed. so that students get a chance to interact with one another to learn a multidisciplinary approach. The goal of education in India is to produce good human beings who are capable of independent, rational thought and action, compassion, courage and creative imagination, and are rooted in Indian culture and ethos. It has been ensured across all disciplines such as humanities, social science, science, and sports to bring the unity and integrity of all knowledge at all levels of education.</p>	
<b>16. Academic bank of credits (ABC):</b>	
<p>Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains information on the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. The Academic Bank of Credit (ABC) is a unique and efficient tool to facilitate multidisciplinary education along with multiple entries and exits in the education system giving complete freedom to the students to study courses of choice, anywhere, at any time. The students can opt to study one course in one institution and others from other institutions. The ABC will need to have a provision to link the credit system of school education and higher education.</p>	

**17.Skill development:**

Skill Development is the process of identification of the skills gap in youth and providing skilling training to them. Skill development programmes aim to acknowledge the ability of the youth and extend their support by serving them with the proper guidance, infrastructure, opportunities, and encouragement that help them achieve their ambitions. Education and skills are essential for everyone, and they both walk hand in hand in everyone's career journey. They are the roots behind the economic growth and community development of a country. Therefore, both central & state governments are continuously making efforts to provide skill development to the youth with their skilling partners around the country.

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

Current Status and Various optional papers are developed the knowledge about Indian Knowledge Systems , Languages , culture and values . In collaboration with the other universities our college sometimes held different seminars, demonstration, lectures and events to promote our culture, society and heritage. Various cultural events are regularly organized on Indian knowledge systems , languages , culture and values. Outstanding local artists and crafts persons , our art and craft teacher and our music teacher help to promote local music, art, languages and handicraft. Action Plan for further implementation under NEP 2020 : The different committee members and faculty of various schools have been enlightened and encouraged in the workshop on NEP 2020 to incorporate the aspects of Indian Knowledge System in curriculum, giving more emphasis on local and regional languages. Propose to organize Annual cultural programme and also sports to promote our culture and our environmental ethics.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Current Status Eastern Doars B.Ed. Training College has adopted Outcome Based Education (OBE) for all its programmes . Learning Outcomes have been appropriately defined at Programme level(POs/PSOs) and Course level (COs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality Action Plan for further implementation under NEP 2020: The process outlined above would be further strengthened and attainment levels will continue to be monitored closely to modify the pedagogy and /or

theevaluation, if necessary.

## 20.Distance education/online education:

Distance Education is a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both. In other words, distance learning is the process of creating an educational experience of equal qualitative value for the learner to best suit their needs outside the classroom. The Internet has grown from being nearly nonexistent into the largest, most accessible database of information ever created. Online education is a form of education where students use their home computers through the internet. For many nontraditional students, among them all those who want to continue working full time or raising families, online graduations and courses have become popular in the past decade. Often online graduation and course programs, some of which are conducted using digital technologies, are provided via the online learning portal of the host university. Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials.

## Extended Profile

### 1.Student

2.1 500

Number of students on roll during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.2 500

Number of seats sanctioned during the year

File Description	Documents
Data Template	<a href="#">View File</a>

2.3 500

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.4 250

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	<a href="#">View File</a>

2.5 Number of graduating students during the year 250

File Description	Documents
Data Template	<a href="#">View File</a>

2.6 345

Number of students enrolled during the year

File Description	Documents
Data Template	<a href="#">View File</a>

## 2. Institution

4.1 7754870

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 15

Total number of computers on campus for academic purposes

## 3. Teacher

5.1 41

Number of full-time teachers during the year:

<b>Extended Profile</b>	
<b>1.Student</b>	
2.1 Number of students on roll during the year	<b>500</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	<b>500</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>500</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	<b>250</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	<b>250</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	<b>345</b>



File Description	Documents
Data Template	<a href="#">View File</a>

**2.Institution**

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	7754870
4.2 Total number of computers on campus for academic purposes	15

**3.Teacher**

5.1 Number of full-time teachers during the year:	41
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File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

5.2 Number of sanctioned posts for the year:	42
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**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

Different steps followed by Eastern Dooars BEd Training College for planning and/or reviewing, revising curriculum, and adapting it to the local context are as follows:-

- Annual Academic Calendar is prepared according to the University Calendar, specifying available dates for significant activities.
- Every department prepares Semester Plan, allotting term-wise topics to be taught.
- Syllabus of each subject for the academic session is provided to the students.
- Theory & Practical classes are held according to

the Timetable and is conveyed to the students. Necessary changes are incorporated in the light of the COVID pandemic scenario where the classes are conducted in online mode. • Mid-Semester and Model Examinations are conducted to check whether the students have acquired knowledge as outlined in the objectives of the curriculum. • To review and revise the curriculum, the college organized a Web Conference Series on 'Addressing Ways of Implementation of B.Ed. Curriculum in the COVID-19 Pandemic Scenario'. • Feedback is collected from stakeholders on curriculum delivery, and necessary steps are taken for improvement after analysis. • ICT-assisted learning is also used for effective curriculum delivery in the online mode.

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	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**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**

**D. Any 2 of the above**

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

**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**

D. Any 1 of the Above

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	<a href="https://easterndooarscollege.org">https://easterndooarscollege.org</a>
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
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**

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

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

00

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
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	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
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	No File Uploaded
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 B.Ed. and M.Ed. trainees are given opportunities for micro teaching, simulated teaching, teaching internship programme so that the trainees can train them selves in a defiting manner.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
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	<a href="#">View File</a>

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

In the Second Semester trainees are sent to schools for one month and again in the third semester they undertake teaching internship

programme for four months several schools (under govt. of West bengal) to enhance their teaching skills. but due to the out break of covid all process have been according to the situation.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

The motto of the institute is to train the trainees in a holistic manner so that in future they would become skilled and competent teachers. For this purpose besides curriculum activities, they are engaged in several co-curricular activities.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected</b>												
<table border="1"> <thead> <tr> <th data-bbox="86 353 529 421">File Description</th> <th data-bbox="529 353 1436 421">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 421 529 562">Stakeholder feedback analysis report with seal and signature of the Principal</td> <td data-bbox="529 421 1436 562"><b>No File Uploaded</b></td> </tr> <tr> <td data-bbox="86 562 529 703">Action taken report of the institution with seal and signature of the Principal</td> <td data-bbox="529 562 1436 703"><b>No File Uploaded</b></td> </tr> <tr> <td data-bbox="86 703 529 770">Any other relevant information</td> <td data-bbox="529 703 1436 770"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Stakeholder feedback analysis report with seal and signature of the Principal	<b>No File Uploaded</b>	Action taken report of the institution with seal and signature of the Principal	<b>No File Uploaded</b>	Any other relevant information	<a href="#">View File</a>					
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Stakeholder feedback analysis report with seal and signature of the Principal	<b>No File Uploaded</b>												
Action taken report of the institution with seal and signature of the Principal	<b>No File Uploaded</b>												
Any other relevant information	<a href="#">View File</a>												
<b>TEACHING-LEARNING AND EVALUATION</b>													
<b>2.1 - Student Enrollment and Profile</b>													
<b>2.1.1 - Enrolment of students during the year</b>													
500													
<b>2.1.1.1 - Number of students enrolled during the year</b>													
345													
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Data as per Data Template	<a href="#">View File</a>												
Document relating to sanction of intake from university	<b>No File Uploaded</b>												
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>												
Approved admission list year-wise/ program-wise	<b>No File Uploaded</b>												
Any other relevant information	<b>No File Uploaded</b>												
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>													
345													
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>													
345													



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

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

3

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

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
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.

The assessment process at the time of entry to the course is undertaken by the University through the process of centralised admission system. The students are admitted as per the merit list prepared by the University itself.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	None of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.2.4 - Student-Mentor ratio for the academic year

13:1

#### 2.2.4.1 - Number of mentors in the Institution

41

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
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.

The period went through severe pandemic situation the whole system of education was through online mode of teaching and learning. The mental teachers along with all the faculty members of the institution indulged in different methodologies like group discussion through online mode and also learning situations where provided through brain storming keeping in mind the promotion of enhancement of student learning.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

00

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
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**

00

File Description	Documents
Data as per Data Template	No File Uploaded
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
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**

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

yes all the students working in team in differentb acvtivities.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
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

The curriculum transaction in the college is basically experience based participatory and learner centric. The core papers are explored in batches using multi-purpose halls and the field outside; optional/ elective papers are being realized in the subject wise studios and laboratories of the college. All the facilities available in the college is being used judiciously to make the Teaching-Learning process focused on creativity, innovativeness, rational thinking, competency inculcation, acquisition of life skills and Inculcation of values. Students are trained to cater to the needs of digital natives of 21st Century using ICT tools.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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**

One/Two of the above

<b>Individualized Educational Plan(IEP)</b>	
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	<b>Two/Three of the above</b>
File Description	Documents
Data as per Data Template	No File Uploaded
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.4.3 - Competency of effective</b>	<b>None of the above</b>

<p><b>communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>											
<table border="1"> <thead> <tr> <th data-bbox="86 555 536 618">File Description</th> <th data-bbox="536 555 1436 618">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 618 536 680">Data as per Data Template</td> <td data-bbox="536 618 1436 680">No File Uploaded</td> </tr> <tr> <td data-bbox="86 680 536 864">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="536 680 1436 864">No File Uploaded</td> </tr> <tr> <td data-bbox="86 864 536 927">Any other relevant information</td> <td data-bbox="536 864 1436 927">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded	Any other relevant information	No File Uploaded			
File Description	Documents										
Data as per Data Template	No File Uploaded										
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded										
Any other relevant information	No File Uploaded										
<p><b>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</b></p>	<p>One of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 1366 536 1429">File Description</th> <th data-bbox="536 1366 1436 1429">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1429 536 1491">Data as per Data Template</td> <td data-bbox="536 1429 1436 1491">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1491 536 1630">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="536 1491 1436 1630"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1630 536 1769">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="536 1630 1436 1769"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1769 536 1841">Any other relevant information</td> <td data-bbox="536 1769 1436 1841">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>	Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	No File Uploaded										
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>										
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>										
Any other relevant information	No File Uploaded										
<p><b>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</b></p>	<p>One of the above</p>										



<p><b>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</b></p>	
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded
<p><b>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</b></p>	One of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded
<p><b>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</b></p>	One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

Internship of students is arranged in various private and government aided schools every year. The student teachers Practice Teaching comprises about 55-60 lessons, which include a. Discussion lessons comprising two lessons in each teaching subject b. School-based teaching (20 lessons) followed by Final lessons (two lessons) in each teaching subject. The Final lessons are delivered in the presence of External Examiner appointed by the University. The Practice teaching is thus carried out for more than mandated working days to deliver more than the The student teachers involve themselves in all school activities like conducting the assembly, arranging sports events, school day, Festivals, evaluation, etc. They develop files, prepare models and charts.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

345

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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 &amp; tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports</b>	One/Two of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
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.

Institution adopts effective monitoring mechanisms during internship programme. The schools are allotted to the trainees by the Principal. Then trainees go to allotted schools for the internship programme on daily basis for four months. Everyday teachers from the college visit to different allotted schools according to the time table prepared by the principal for the purpose of monitoring, guiding and supervising the trainees.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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)</b>	All of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	Five of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded
<b>2.5 - Teacher Profile and Quality</b>	

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

41

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

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

0

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

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

211

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

274

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
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

As per the UGC, affiliating university WBUTTEPA and Department of Higher Education, West Bengal guidelines the teachers regularly upgrade themselves by participating in several orientation programmes, refresher courses, seminars, workshops, conferences, symposiums, short term courses etc. The faculty members also publish research papers, edit books, write book chapters, present papers in seminars and conferences. The institution also provides free wi-fi, language lab, smart classrooms etc to integrate them in classroom as well as upgrade them professionally.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
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 Institute is affiliated to The West Bengal University of Education Planning and Administration, Kolkata and follows the Examination pattern of the university. The guidelines of The West Bengal University of Education Planning and Administration are strictly adhered to with respect to evaluation process. There are three Internal tests conducted. The schedules of internal assessments are communicated to students and faculty in the beginning of the semester through institute academic calendar which is prepared based on the university academic calendar. The institute has reformed the continuous internal evaluation system from faculty centric to student centric. Internal Assessment has to be carried out within the stipulated time. After completion of the internal examination, the faculty evaluate the answer scripts and distribute to the students for doubt clarifications or re-correction. The faculty submits the recorrected scripts to the examination branch and marks are displayed on the notice board. The evaluation for theory courses are assessed in direct mode (80) covering both internal and university examinations and indirect (20) covers survey. The evaluation for project course is assessed by conducting periodical project reviews covering key parameters like problem formulations, understanding of the project, presentation skills, communication of ideas, technical knowledge, team work and project management. The project review committee

organizes review meetings to assess the progress of all the project batches. Performance of the students in Internal Assessment is used for Faculties to identify slow and advanced learners in their respective subjects.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

**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**

One of the above

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

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

The college has a well-organized mechanism for Redressal of examination related grievances.

**A. Grievances Related to College Conducted Examinations:** At the college level, the evaluation work is done for the part I examinations. If any student feels that the marks given to him in

any paper are not just, he or she can apply revaluation by remitting the fees to the college. The students should apply within a fifteen-days after declaration of the result. If there is change in score, it is corrected by internal examination committee of the college. College has to declare final revaluation result within fifteen days.

**B.Grievances Regarding University examinations:** Students can obtain photocopy of the answer sheets from university on request. The students are notified about the same in due course. For students whose marks are not entered or incorrectly entered due to oversight in the University mark list, the college sends a photocopy of the mark list as prepared by the teacher with an application to rectify the error at the University level. The entire mechanism to deal with examination related grievances is time bound as per University rule and regulations.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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.

Before the commencement of the academic year, the College prepares and publishes 'Academic Calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and it is also published on website of the college and displayed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process. The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating



arrangement chart, list of invigilators etc. The record of internal assessment is maintained at college level.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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.

The teaching learning process of the institution is aligned with the stated PLOs and CLOs. To ensure this the college strictly follows the curriculum given by the university. Besides this the curriculum is supported by co-curricular and extra-curricular activities. Further, continuous and comprehensive evaluation is followed to ensure the alignment of stated PLO and CLOs with the teaching learning process.

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

### 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
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

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored by the teachers but not use any specific tools.

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

135

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
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 how far their initially identified learning needs are catered to. Learning needs of the students are identified with the help of interaction, observation and assessment.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

<b>2.8 - Student Satisfaction Survey</b>	
<b>2.8.1 - Online student satisfaction survey regarding teaching learning process</b>	
<a href="https://forms.gle/vnWM18ref3DwGJ267">https://forms.gle/vnWM18ref3DwGJ267</a>	
<b>RESEARCH AND OUTREACH ACTIVITIES</b>	
<b>3.1 - Resource Mobilization for Research</b>	
<b>3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year</b>	
0	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</b>	
0	
<b>File Description</b>	<b>Documents</b>
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
<b>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</b>	One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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	<a href="#">View File</a>
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	<a href="#">View File</a>
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	<a href="#">View File</a>

### 3.2 - Research Publications

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

0

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

0

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

0

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

0

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
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.

**Because of the out break of cororna its not possible to do any kind of out reach activities.**

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
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**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
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	No File Uploaded
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	No File Uploaded
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**

None of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded



**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

Eastern Dooars BEd Training College is one of the premier teacher training institutes of West Bengal. This college is committed to train the trainees in a fruitful manner so that they can become skilled and competent teachers. The colleges offers training in almost all the method subjects taught in secondary and higher secondary schools of West Bengal. The college provides adequate infrastructural facilities like smart class room, auditorium hall, seminar hall, WiFi, language lab, psychology lab, geography lab, science lab, art and craft lab. The college has women's hostel. It has playground, medicinal plant garden, cheap canteen, common room, different cell, book bank, central library, vehicle parking stand, green campus, green generator. Besides teaching internship programme, the trainees participate in several co-curricular activities like literacy drive campaign, blood donation camp, community involvement programme etc.

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
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**

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

00

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

We are in the process of upgrading and digitalising the central Library of the College. But we create a e-library in our website.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	<a href="https://easterndooarscollege.org/elibrary.php">https://easterndooarscollege.org/elibrary.php</a>
Any other relevant information	No File Uploaded

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

<b>College only provide e-library facility in there website.</b>	
File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	One of the above
File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded
<b>4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)</b>	
<b>449097</b>	
File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>4.2.5 - Per day usage of library by teachers and students during the academic year</b>	
<b>4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year</b>	

0

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	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

**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**

None of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

### 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 offers smart classroom for the trainees. There is language lab, WiFi enabled library, well equipped seminar halls and auditorium with WiFi facility. The college has computers and laptops. We have biometric. 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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

20:1

File Description	Documents
Data as per data template	No File Uploaded
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
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)

16524919

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
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 authority takes every care of utilizing the resources to its full potential. After due time verification of the physical infrastructure as well as ICT tools are done. In certain cases annual maintenance contracts have been done as per the decision of the governing body. After periodic intervals books, journals etc. are brought for the use of library. Hostel facility is available for female trainees. Guest house and Cheap canteen facility is available. Teachers participate in orientation programmes, refresher courses, seminars, workshops, short term courses to upgrade themselves.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://easterndooarscollege.org">https://easterndooarscollege.org</a>
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 development Online assessment of learning**

One/Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	<b>D. Any 1 of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
<b>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)</b>	<b>Two of the above</b>



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

## 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
2	00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
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).

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
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)

09

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
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

Six student committee (Karma Bibhag) are run for the purpose by the students with a staff members Chairman. A general Secretary is elected by the students from amongst themselves to co-ordinate between the different committees and the students. Every student must offer for the membership of one of the following Karma Bibhags. The choice may, however, be attested at the discretion of the authorities. KARMA BIBHAG Pradarsani 'O' Sanskriti Bibhag. Krida 'O' Bhraman Bibhag. Prakashan 'O' Saha Pathakramik Bibhag. Swasthya Seva 'O' Jana Sanjog Bibhag. Granthagar 'O' Deoal Patrika Bibhag. Soundarayayan 'O' Paribesh Bibhag.

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	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

11

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

### 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

its a non registered alumni association.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

<b>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</b>	<b>None of the above</b>
--	--------------------------

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

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

**3**

File Description	Documents
Data as per Data Template	<b>No File Uploaded</b>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**alumni trying to organized such type of programmes where students can build a face to face interactions.**

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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.

#### Our Vision

To develop human resource for furtherance of knowledge through teaching, research and innovation and ranked amongst the top educational institutions of the world for the better service to the humanity in general and our nation in particular.

#### Our Mission

The mission of the our college is, to be an institute driven by values enriched with diverse cultures, to promote economic, social and spiritual advancement for an egalitarian society. The college aims to lead the nation in research and education. We seek to do this in ways which benefit society on a national and a global scale. College strives to create knowledge, to open the minds of students to that knowledge, and to enable students to take best advantage of their educational opportunities.

#### Our Values

Throughout all our activities and programmes the college will continue to promote equality and celebrate diversity and contribute to the development of the society and institution. Understanding, respect, professionalism, unity, enthusiasm and pride will be central to everything we do for students.

- Foster innovation and creativity
- Value excellence, quality and service.
- Integrity
- Diversity
- Collaboration

- **Respect**
- **Leadership**

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

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 institution has a practice of participative management. The college provides opportunities to all the stakeholders in the decision-making process. The success of an institution is the result of the combined efforts of all who work towards attaining the vision of the institution. Right from the Head of the Management Committee to the staff and students, all the stakeholders have a role to play in building the college. Secondly, involving all the stakeholders of the college Management Committee takes care of infrastructure facilities which fulfil the quality and the required needs of the higher education bodies to reach the set goals or benchmarks of the Institution. College Governing Body takes care of financial management and the implementation of facilities for the institution with the cries to upgrade the standard of amenities which supports effectively the teaching learning and research aspects. Teacher guardian committee is available in college taking care of students from first year of student's admission. The Principal, Heads of the departments, teaching and non-teaching faculties along with student union members, class student representatives together concentrate on fostering the progress of institution by sharing the responsibilities and participate growth of institution and to act according to the aims and objectives of the Institution.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 maintains transparency in its financial, academic, administrative and other functions. a) Financial Transparency - Finanacial transparency is maintained by the financial audit done by DPI nominated Auditor at the end of each financial year. b) Academic Transparency- In the beginning of every academic yearthe Principal with the help of academic council distributes the academic responsibilities to all the faculty members in accordance with the academic calender given by the university. The practice teaching and internship is organised through the meeting with the headmasters and teachers of the concerned practice teaching schools. c) Administrative Transparency - All the teachers, students and non-teaching staff are involved ith the administrative decision making process. Further, everyadministrative decisions isposted on the college website to maintain the administrative transparency.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

Admission of Students -The career of students from matriculation to the highest degree is taken into consideration for the preparation of the admission merit list. The entire process of admission of students takes place through online by the university. Human Resource Management -Life skills programmes are conducted periodically for the students, teachers and non-teaching staff. Technological skills, communication skills, behavioural

skills and adjustment skills are taught to the trainees for the purpose of human resource management. Library, ICT and Physical Infrastructure / Instrumentation - Digital library resources are added periodically. Library has been integrated with ICT. Library automation networking is the focus of the college to enhance the learning of the learners. Research and Development - Teachers are given academic freedom and adequate facilities to continue their research activities. Examination and Evaluation -Continuous and comprehensive evaluation is conducted throughout the year. Teaching and Learning -Quality is a never ending journey. Modern teaching methods, techniques and strategies are used to make the teaching learning process effective, creative and productive. The college integrates the ICT with the process of teaching and learning as much as possible. Critical pedagogy is used in the classroom to enhance the critical thinking of the students. Curriculum and Development - Suggestions given by the experts are included in the curriculum. The college tries to enrich the experiences of the trainees through conducting different kinds of programmes like plantation, cleaning the campus, promotion of innovative ideas, academic freedom to the students, guidance and counselling etc

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://easterndooarscollege.org">https://easterndooarscollege.org</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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 institution basically function through different committees formed by the Head of the institution. For the management of the different activities various committees is formed which works with clear and definite objectives. Further, institutional bodies function on the basis of the university orders, government rules and the decisions taken by the governing body.



File Description	Documents
Link to organogram on the institutional website	<a href="https://easterndooarscollege.org/images/notice/6.2.2.pdf">https://easterndooarscollege.org/images/notice/6.2.2.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

One/Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
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 governing body, staff council and IQAC function through their pre-scheduled meetings and implement the same based on the resolutions taken in the meeting.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
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 Institute authorities bear in mind that the well-being of teaching and non-teaching staff is important for effective functioning of the Institute. In line with this, many welfare measures have been implemented. (i) A 'Co-operative Society' is functioning in the Institute to offer loans to needy staff at reasonable interest rate. (ii) The teaching staff of the Institute have a 'Faculty Club' wherein all members of faculty are members of the club. They conduct cultural programmes and have an annual get together with the family members. The non-teaching staff have an Association which organises certain holiday trips for the members. Faculty club and non-teaching staff association represent their grievances to the management and seek redressal. (iii) Full-fledged canteenis available in the campus to provide food and snacks at reasonable price to the staff and students. (iv) The Auditorium and Conference Hall of the Institute are made available to the staff conducted different functions during holidays and outside office hours.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**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**

00

File Description	Documents
Data as per Data Template	No File Uploaded
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.**

00

File Description	Documents
Data as per Data Template	No File Uploaded
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	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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.

**360 degree evaluation process is used as the performance appraisal system of teaching and non-teaching staff.**

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
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

**Institution conducts internal and and external financial audit regularly. The financial audit is done by CA for each financial year.**

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists

averaged over the year (not covered in Criterion III)(INR in Lakhs)

20,00,000

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
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.

**Maintenance of Library:** For maintenances of library infra-structure and facilities the library committee and administration have been given the responsibility to purchase, procure books, manuscripts and other materials, as per the recommendations received from the departments of the colleges. The departments of the colleges have a good stock of texts and references in their departmental libraries.

**Maintenance of the Laboratory :** The laboratory equipment, specimens, and other necessary chemicals are purchased by the office of the principal and purchase committee as per the requirements of the teaching departments of the college. The Science students of the college as well as those of five associate schools are taught and trained about the use and maintenance of laboratory items. The college authority purchases them by calling quotations from the reputed sport outlets.

**Classroom Facilities :** The maintenance of classrooms is a regular exercise. The cleanliness of classrooms is ensured by a group of Grade -IV workers and sweepers. After the admission process in every semester it is ensured that all the classrooms have adequate desks, benches. The fans and electrical appliances are checked wherever requirements are found the purchase committee are appraised of the requirements.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies. The institution uses the data and information obtained from the feedback and decision making and performance improvement. For academic improvement the institution has the following feedback mechanism: a) Permanent suggestion box for teacher trainees' feedback b) The Principal and IQAC then decides on the action to be taken. c) At the end of the academic year the institution takes the written feedback from the teacher trainees. d) All the suggestions and feedback are discussed in faculty meeting. The problems are discussed and the solutions are drawn out for smooth and better academic work.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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.

feedback given by the students are the main area to show the appropriateness of teaching learning process.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded
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**

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://easterndooarscollege.org/naac.php?type=aqar">https://easterndooarscollege.org/naac.php?type=aqar</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• 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

because of private institute, they faced various kind of problems. apart from this they try to fulfill the advices which said or expose by the naac team.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
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.



There was the source of energy i.e.;generator runned by diesel. It is also very useful for conserving energy.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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.

Our college has arranged a big area at the background of the playground where we deposit all the debris of plants, vegetables and kitchen wastes. After few months we got vermicompost manure in a huge amount which can be used in our college campus for good flowering, vegetables, and fruits. Our students, teachers, and non teaching staff are involved for this purpose. Vermicompost is the product of the decomposition process using various species of worms specially earthworm. Vermicompost is organic waste converted into manure with the help of worms.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	<b>One of the above</b>										
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Any other relevant information	<b>No File Uploaded</b>										
<p>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</p>											
<p><b>Our institution is declared as a no smoking zone. So, all the faculty and alumni and guardians are very much conscious of maintaining or avoiding tobacco related products since 2015. Regarding the cleanliness of the college, active groups like "Sathya and Seva" and other group beautification are maintained weekly. So the college is fully hygienic and is named as green campus.</b></p>											
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Any other relevant information	<b>No File Uploaded</b>										
<b>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</b>	<b>One of the above</b>										

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

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

357654

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
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 institute encourages the trainees to have face to face conversation with the local tribal children and spread awareness among them related to many social and health issues. They are also asked to provide guidance and counseling whenever required. As the institution is located at the tea belt of North Bengal henceforth, the trainees are often taken to the field trip for gathering local wisdom.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>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>	<b>E. None of the above</b>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<b>No File Uploaded</b>
Web-Link to the Code of Conduct displayed on the institution's website	<b>No File Uploaded</b>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<b>No File Uploaded</b>
Details of the Monitoring Committee, Professional ethics programmes, if any	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

## 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

**Our institution have been done several best practices, out of whichn here we mentioned two best practices i.e.;**

**1. the institute has been organized a nature stuy camp on 19th of**

may, 2022

## 2. Cleanliness and Plantation Programme on World Environment Day (5th June, 2022)

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
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

in the light of our vision, we promote and spread humanity. So, the Eastern Dooars BEd Training College organized an awareness Programme for the women belongs to the Red LightZone on International Womens' Day (8th March, 2022).

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	No File Uploaded