



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	GANDHI CENTENARY B.T. COLLEGE, HABRA
• Name of the Head of the institution	DR. RAJIB MUKHOPADHYAY
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	03216237199
• Mobile No:	9051167912
• Registered e-mail ID (Principal)	mukhrajib68@gmail.com
• Alternate Email ID	gcbtcollegehabra@gmail.com
• Address	P.O- Habra- Prafullanagar, Dist- North 24 Pgs
• City/Town	Ashokenagar
• State/UT	WEST BENGAL
• Pin Code	743268
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Semi-Urban				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	Baba Saheb Ambedkar Education UNIVERSITY (erstwhile WBUTTEPA)				
• Name of the IQAC Co-ordinator/Director	Pankaj Kumar Jana				
• Phone No.	03216237199				
• Alternate phone No.(IQAC)	9433470340				
• Mobile (IQAC)	9433470340				
• IQAC e-mail address	gcbtcollegehabra@gmail.com				
• Alternate e-mail address (IQAC)	mukhrajib68@gmail.com				
3.Website address	https://www.gcbtcollege.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.gcbtcollege.in/aqarssrdocs/AOAR-21-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gcbtcollege.in/instcalendar/Institutional calendar 22 23.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	Not applicable	2007	31/03/2007	30/03/2012
Cycle 2	B	2.26	2016	16/09/2016	15/03/2021
6.Date of Establishment of IQAC			13/01/2014		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dpt. of Higher Education Govt. of W.B	Grant in Aid Salary	State Govt.	27/04/2022	7112667
Dpt. of Higher Education Govt. of W.B	Grant in Aid Salary	State Govt.	23/05/2022	52734
Dpt. of Higher Education Govt. of W.B	Grant in Aid Salary	State Govt.	25/08/2022	9140365
Dpt. of Higher Education Govt. of W.B	Grant in Aid Salary	State Govt.	21/09/2022	354020
Dpt. of Higher Education Govt. of W.B	Grant in Aid Salary	State Govt.	27/01/2023	5321027
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9.No. of IQAC meetings held during the year		1		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any		No		

of the funding agency to support its activities during the year?													
<ul style="list-style-type: none"> If yes, mention the amount 													
11. Significant contributions made by IQAC during the current year (maximum five bullets)													
<ul style="list-style-type: none"> Encouraging faculty members to conduct classes using proper ICT, to undergo research project, to publish articles in referred journal/UGC - CARE listed journal, to take part in faculty development programme including seminar / workshop, taking actions in regularising due CAS related matter .of deserving faculty members, encouraging staff members and students to take part in skill development programmes etc. Preparation and submission of AQAR in proper time Initiation for repairing and up gradation of Computer system, LCD projectors, and other ICT equipment and also for their up gradation. Regularize CAS of the deserving faculty members. Restoration of the conditions of various infrastructural facilities of the college, like playground, herbal garden , Boys' & Girl's hostel , etc. as these were in pre-lock down period. organising faculty development programme 													
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).													
<table border="1"> <thead> <tr> <th data-bbox="86 1167 769 1227">Plan of Action</th> <th data-bbox="783 1167 1469 1227">Achievements/Outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1234 769 1384">Infrastructural development</td> <td data-bbox="783 1234 1469 1384">Repairing and upgradation of ICT facilities done in the varies laboratories and class rooms.</td> </tr> <tr> <td data-bbox="86 1391 769 1487">to regularize pending CAS of the deserving faculty members.</td> <td data-bbox="783 1391 1469 1487">Completion of pending CAS proceeding of 1 Faculty members.</td> </tr> <tr> <td data-bbox="86 1494 769 1599">infrastructure development</td> <td data-bbox="783 1494 1469 1599">wi-fi facility in boys' and girl' hostel separately</td> </tr> <tr> <td data-bbox="86 1606 769 1756">introduction of add on course (proposed)</td> <td data-bbox="783 1606 1469 1756">draft curriculum for the propopsed addon course is under consideration</td> </tr> <tr> <td data-bbox="86 1762 769 1861">conducting faculty development programme</td> <td data-bbox="783 1762 1469 1861">organised on line FDP on intellectual property right</td> </tr> </tbody> </table>	Plan of Action	Achievements/Outcomes	Infrastructural development	Repairing and upgradation of ICT facilities done in the varies laboratories and class rooms.	to regularize pending CAS of the deserving faculty members.	Completion of pending CAS proceeding of 1 Faculty members.	infrastructure development	wi-fi facility in boys' and girl' hostel separately	introduction of add on course (proposed)	draft curriculum for the propopsed addon course is under consideration	conducting faculty development programme	organised on line FDP on intellectual property right	
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13. Whether the AQAR was placed before statutory body?	Yes												
<ul style="list-style-type: none"> Name of the statutory body 													

Name of the statutory body	Date of meeting(s)
COLLEGE IQAC	12/05/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	28/11/2022

15. Multidisciplinary / interdisciplinary

College has taken attempts of converting it into a multidisciplinary intuition. Proposall for introducing M.Ed course has been adopted by college GB, Utilising the state govt. building grant, work for extension of building in 1 st floor of college has been completed. For ensuring the requisite no of faculty, requisition has been submitted to the recommending authority (WBCSC).. Academic committee has adopted resolution in initiating NSOU study (M.A in Education course) cetres in college

The institution is govt-aided one and has the limitation in appointing faculty members, which is a challenge for such initiation.

s

16.Academic bank of credits (ABC):

Factually members are encouraged to design their curricular activity within the framework approved by the affiliating body. College is ready for introduction Academic Bank of credit system if instructed by the affiliation body.

17.Skill development:

Development of micro teaching skills- namely introducing lesson, use of teaching aid, questioning, reinforcement, black board work etc. are practised exhaustively in simulated mode through different cycles. Development of Skills for classroom teaching is also emphasised on during internship program. Students" activity on performing art , craftwork etc. are also practiced as a part of day-to-day routine activity.. Activity on- rangoli making and preparation of poster on Azadi-ka-amrit mahotsava, G-20 etc. are practiced as per the instuction of NCTE-ERC.Students and staff mmmbers participad in skill development programme organised by the dpt of highr education, state govt.

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

Instruction are delivered in classroom in bilingual mode. Activities on Indian art and Indian culture tradition are practiced as curricular and extracurricular activities.. Activities on Indian art and Indian culture tradition are practiced as curricular and extracurricular activities.

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

Continues monitoring of students performers by teacher is encouraged. Emphasis are also on - Seminar presentation, Classroom assessment , Group discussion , Individual / Group project etc. Course Outcome and Programme Outcomes are displayed in college web-site and students are guided by the faculty members accordingly. Few among the faculty members have paticipated in conference based on OBE.

20.Distance education/online education:

Online mode of instruction was followed during lock down period for the purpose of teaching-learning and evaluation. On line study materials are also uploaded to college web site for students' access. Presently, institution follows off-line mode in its teaching-learning process

participation of students and staff members in on line-based skill development programme organised by the dpt of higheredn, govt of w.b on november-2023

a proposal is adopted by college AC to introduce NSOU (diatance education) study centre fro MAin Education course in college,

Extended Profile

1.Student

2.1	99
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	23
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	50
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	Number of graduating students during the year	50						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File		
File Description	Documents							
Data Template	View File							
2.6	Number of students enrolled during the year	50						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File		
File Description	Documents							
Data Template	View File							
2. Institution								
4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	1281904						
4.2	Total number of computers on campus for academic purposes	30						
3. Teacher								
5.1	Number of full-time teachers during the year:	13						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table>			File Description	Documents	Data Template	View File	Data Template	View File
File Description	Documents							
Data Template	View File							
Data Template	View File							
5.2	Number of sanctioned posts for the year:	13						
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								

The curriculum for the B.Ed courses is developed by the Baba Saheb Ambedkar Education University (erstwhile West Bengal University of Teachers Training, Education Planning and Administration) and the same is followed by the institution. Though there is no direct role of the college in curriculum development process, however the college puts forward suggestion for making improvement / changes in curriculum. Curriculum feedback is one of the key components of concerns of college IQAC which can play a significant role in inviting suggestion from the stake holders.. For this suggestion boxes are put up in the institution. Feedback on curriculum is collected from the students of the college at the end of each academic session with the help of a questionnaire. Alumni members, parents and head of the practice-teaching schools also play active and contributory role in this regards through IQAC , alumni , meeting with headmasters / headmistress of the practice teaching schools and parent -teachers . The suggestions are conveyed to the statutory academic bodies of the affiliating university by the college. Our principal as well as faculty members serve as member(s) of the Board of Studies/ regulatory authority of our affiliating university. Recently, as per resolution adopted by academic council-curriculumfor a proposed add on course has been drafted.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.gcbtcollege.in/igac_agar_docs/Programme_Outcome_and_Course_Outcome.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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**

8

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.wbuttepa.ac.in/admin/public/file/notice/6464c13586f3117052023172741.pdf

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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	View File
Course completion certificates	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

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 vision of Gandhi Centenary B.T. College, Habra is to prepare quality teacher following the curriculum framed by the university to meet the professional challenges of 21st century knowledge scenario. So, students are kept active in campus and out campus in their learning and teaching. In addition, Students are equally kept active in theory and practical classes, as well. In class -room teaching session, student- centered approaches are followed. Topics are discussed in general in class -rooms and in seminars. For seminars, core topics are given to the students prior so that students can get information for enriching their subject topic(s) by using library, web sites, from peers and by meeting subject teachers.

Weekly two hours practical classes are organized in computer laboratory so that students get enriched themselves for preparing their seminar presentations, assignments and can get practice teaching lessons information by surfing internet.

During practice teaching in school, our students have to give at least two lessons and two observations in a day and in the rest of the day they are engaged in action research, Co-curricular activities and observing school records.

The proper weightage is given for practical classes as well as theoretical classes. The following classes / activities are always

under taken:

1. Micro-teaching in simulated mode
2. Laboratory demonstration
3. Action research projects, community activities
4. Seminar Presentations
5. Co-curricular activities, etc.
6. proposed add-on course entitled- teaching for sustainable development- a preparatory certificate course for prospective teachers.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Institution familiarises students with Diversities in Indian school system, as a part of curricular transaction. This includes- Functioning of various Boards of School Education, like CBSC, ICSE, WBBSE, WBCHSE, etc. Students are sent to schools under different boards in their internship programme. They are guided to prepare their instructional design in view of differences among the boards in terms of- functioning, assessment system, norms and standards etc. Development of school system, its evolution, and different types etc. are also discussed in the classes of perspective in education. PROPOSED Add-on course- designed accordingly.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

During internship, students are provided scope of understanding difference in content in curriculum of different boards namely- CBSC, ICSE, WBBSE, WBCHSE, etc. in different method subjects. They are guided in designing instruction; deliver it in classroom situation in view of the difference. This idea on individual difference leads to develop their idea on interconnectivity in curricular content among different boards. They are also provided the scope to analyse critically various aspects of different board. These are provided in the form of internal assessment- like term paper and practicum etc. All these, enhances their professional growth, enables them to appreciate the spirit of diversity in curricular content in different boards.

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

1.4 - Feedback System

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

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

22

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

20

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

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.

We evaluate B.Ed. trainees at entry level. Assessments focusses on three crucial components: namely effective communication skills, subject-specific theoretical knowledge, and teaching skills (pre-pedagogy phase). Trainees receive feedback and guidance for improvement. To excel as teachers in a globalized world, trainees must possess sound speaking skills. In view of this, the prpposed add-on- course includes the component of soft-communication skill Domain-specific theoretical knowledge (content-based) is assessed initially to understand their expertise in the respective subject domain. Assessment is done by the subject teachers accoring the the notice issued by the authority in advance. Performace of individual studnts is communicated by the faculty members. On the basis of this, content-specific pedagogical aspect of knowledge is imparted by Teacher educators in classroom.

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

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

Two/One of the above

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

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

Four of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

7.69

2.2.4.1 - Number of mentors in the Institution

13

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Multi-mode approach is adopted in the form of- seminar presentation by students, peer evaluation, field tour, educational excursion, group discussion etc. few periods in the class time table are allotted for students' self learning activity, when students are given opportunity to prepare theory assignment/practicum activities in consultation with peer members. their performance in microteaching and during school-internship programme is also rated by the peer members, in addition to teacher evaluators. ICT supported classroom teaching-learning encourages their problem solving ability.

Experiential Learning is encouraged by developing student-teacher self-awareness, empowering them to design engaging and impactful learning experiences. Participative Learning is practised encouraging peer learning activities and establishing a collaborative and inclusive learning environment, fostering a sense of community among student-teachers. Problem solving methodologies, brain storming are encouraged by providing trainee teachers opportunity in exploring new methodologies of learner-centric and culture-specific teaching (during internship), nurturing their analytical thinking and creative vision in identifying suitable strategy for conducting project, action research and other practicum activities.

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

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://nlist.inflibnet.ac.in/collegeadmin/index.php
Any other relevant information	View File

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

50

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.britannica.com/plant/angiosperm
Any other relevant information	View File

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

A major part of evaluation is through continuous mode, where, there is provision of continual mentoring of students' performance by mentor teachers. Continual mentoring is practised exhaustively during intrnship programme, in particular. Performance of internee is rated by- mentor teacher, teachers of the respective schools and also by peer members and feed back is given to the students accordingly. Group discussion is encouraged, students are provided guidance on the way of balancing home and academic stress. This is done as a part of day-to-day academic activity in an inclusive manner. Field visit, educational tour, students' seminar presentation, community out-reach activities, cultural activities are arranged to encourage their spirit of working in teams, to keep themselves abreast with recent development in education and life.

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

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

Three of the above

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

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

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

We prioritize nurturance of intellectual and thinking skills, creativity, empathy, life skills etc. of our trainee teachers. We encourage divergent thinking of trainees by providing opportunity to choose multiple ways in conducting practical-project related activities, in selecting suitable method of teaching and developing T-L-Material during internship. Seminar presentation, course on content-based-pedagogy, etc provides them opportunity to exercise intellectual and thinking skills. Aligned with ideologies of Mahatma Gandhi, we orient students towards social good. Community Activity, activity on BLOOD Donation. these strengthen their empathy for society,

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning

Seven/Eight of the above

Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

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

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

Ten/All of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>Three of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="76 609 552 674">File Description</th> <th data-bbox="552 609 1471 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 674 552 739">Data as per Data Template</td> <td data-bbox="552 674 1471 739">View File</td> </tr> <tr> <td data-bbox="76 739 552 920">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="552 739 1471 920">View File</td> </tr> <tr> <td data-bbox="76 920 552 987">Any other relevant information</td> <td data-bbox="552 920 1471 987">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Details of the activities carried out during the academic year in respect of each response indicated	View File	Any other relevant information	View File			
File Description	Documents										
Data as per Data Template	View File										
Details of the activities carried out during the academic year in respect of each response indicated	View File										
Any other relevant information	View File										
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Three of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="76 1415 552 1480">File Description</th> <th data-bbox="552 1415 1471 1480">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="76 1480 552 1545">Data as per Data Template</td> <td data-bbox="552 1480 1471 1545">View File</td> </tr> <tr> <td data-bbox="76 1545 552 1648">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="552 1545 1471 1648">View File</td> </tr> <tr> <td data-bbox="76 1648 552 1794">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="552 1648 1471 1794">View File</td> </tr> <tr> <td data-bbox="76 1794 552 1854">Any other relevant information</td> <td data-bbox="552 1794 1471 1854">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples prepared by students for each indicated assessment tool	View File	Documents showing the different activities for evolving indicated assessment tools	View File	Any other relevant information	View File	
File Description	Documents										
Data as per Data Template	View File										
Samples prepared by students for each indicated assessment tool	View File										
Documents showing the different activities for evolving indicated assessment tools	View File										
Any other relevant information	View File										
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for</p>	<p>All of the above</p>										

both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations													
<table border="1"> <thead> <tr> <th data-bbox="86 439 552 495">File Description</th> <th data-bbox="558 439 1477 495">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 504 552 560">Data as per Data Template</td> <td data-bbox="558 504 1477 560">View File</td> </tr> <tr> <td data-bbox="86 568 552 663">Documentary evidence in support of each response selected</td> <td data-bbox="558 568 1477 663">View File</td> </tr> <tr> <td data-bbox="86 672 552 801">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="558 672 1477 801">View File</td> </tr> <tr> <td data-bbox="86 810 552 869">Any other relevant information</td> <td data-bbox="558 810 1477 869">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of each response selected	View File	Sample evidence showing the tasks carried out for each of the selected response	View File	Any other relevant information	View File			
File Description	Documents												
Data as per Data Template	View File												
Documentary evidence in support of each response selected	View File												
Sample evidence showing the tasks carried out for each of the selected response	View File												
Any other relevant information	View File												
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	Two of the above												
<table border="1"> <thead> <tr> <th data-bbox="86 1299 552 1355">File Description</th> <th data-bbox="558 1299 1477 1355">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1364 552 1420">Data as per Data Template</td> <td data-bbox="558 1364 1477 1420">View File</td> </tr> <tr> <td data-bbox="86 1429 552 1568">Documentary evidence showing the activities carried out for each of the selected response</td> <td data-bbox="558 1429 1477 1568">View File</td> </tr> <tr> <td data-bbox="86 1576 552 1632">Report of the events organized</td> <td data-bbox="558 1576 1477 1632">View File</td> </tr> <tr> <td data-bbox="86 1641 552 1736">Photographs with caption and date, wherever possible</td> <td data-bbox="558 1641 1477 1736">View File</td> </tr> <tr> <td data-bbox="86 1744 552 1805">Any other relevant information</td> <td data-bbox="558 1744 1477 1805">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence showing the activities carried out for each of the selected response	View File	Report of the events organized	View File	Photographs with caption and date, wherever possible	View File	Any other relevant information	View File	
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Data as per Data Template	View File												
Documentary evidence showing the activities carried out for each of the selected response	View File												
Report of the events organized	View File												
Photographs with caption and date, wherever possible	View File												
Any other relevant information	View File												
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above												

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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 programs are meticulously organized . . . To ensure effective internships for student-teachers, teacher mentoring is provided. For B.Ed. student-teachers, the internships are divided into phases: Phase I (1 month): The School Exposure Program takes place during the second semester, where student teachers work on collection of data on various school records. Phase II (4 months): A School Attachment (internship) Program is conducted in third semester.

Schools for internships are selected primarily from Bengali medium schools affiliated with WBBSE, with the inclusion of English medium schools affiliated with WBBSE/CBSE/ICSE to cater to diverse linguistic backgrounds. Orientation programs familiarize students, principals, and teachers with internships, rules, and pedagogy. Institution teachers mentor interns, visit schools, monitor performance, and communicate with headmasters. Assessment includes continuous internal evaluation by the subject teachers and the principal, peer observation, feedback, and external evaluation.

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

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

2.4.9.1 - Number of final year students during the academic year

50

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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.

To ensure effective monitoring, we assign a group leader from each practice teaching school to collect vital records such as attendance, usage of teaching materials, and instructional plans (learning design) .Teacher-educators (subject teachers and the principal) visit conduct these schools throughout the internship programme, Effective monitoring of the standard of learning designs prepared by the trainees, their quality of classroom instruction and other internsip related activities help to uphold quality and professional standards. Adopting a rotational basis, teacher-

educator (subject teachers and the principal) visits all selected practice teaching schools. Group leader of the respective schools and also peer members of a particular trainee, school principal and school teachers also take part in the evaluation process of the intern.

We assign a group leader from each practice teaching school to collect vital records such as attendance, usage of teaching materials, and lesson plans. Our dedicated teacher-educators conduct regular visits to these schools, meticulously reviewing teaching materials, lesson plans, and trainee-teacher performance to uphold professional standards. Adopting a rotational basis, each teacher-educator visits all selected practice teaching schools. The cooperation of headmasters and teachers from the practice teaching schools further strengthens the system. They provide feedback and suggestions while monitoring the trainee-teachers' classes. This collaborative effort of various stakeholders and feedback enhances the overall quality of our trainee-teachers and also builds their team spirit.

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

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)

Four of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Three of the above
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File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

13

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

5

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

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

17

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

218

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

We prioritizethe professional growth of our faculty members. They attend seminars, workshops, conferences, and development programs to stay updated. Over the past five years, our professors received training in fields, presenting papers, and writing for journals.

include- participation in skill enhancement programme by faculty members- conducted by Dept. of Higher Education, Govt. of W.B.

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

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

being an affiliated institution, we follow university guidelines for conducting continuous internal assessment. In most of the theory papers, a weightage is of 30% is for internal evaluation, for each of EPC-1 and epc2, weightage is 60%. For each of the practicum activities, weightage for internal is 40%. Our student teachers undergo continuous internal assessment through various assignments to gauge their holistic development. B.Ed.

. Teacher educators provide guidance to students during internships, community outreach activities addressing their weaknesses.

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

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

Three of the above

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

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

We efficiently handles grievance related to exams. Students' grievance in form of prescribed format (suggested by university) is addressed first by the Principal. It is then forwarded to The controller of exams of the affiliating university for taking necessary measures.. Standard Protocols for review of theory scripts is maintained by the university. There is also provision of

supplementary exams. Students dissatisfied with their evaluation can appeal to the COE through the principal of college to obtain photocopies of their assessed answer scripts.

university tries their level best to adapt an effective grievance redressal mechanism in collaboration with the institution.

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

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

The college follows to the academic calendar for teaching- learning and also for conducting of internal and external evaluation. Students are made aware of this. According to the calendar, students are instructed to submit the internal files (for theory and practicum courses).

Submitted files are evaluated by teacher educators. Practicum files- after internal evaluation are returned back to the students with the necessary remarks for improvement. These are finally submitted to university appointed external examiner.

In case of intrnsip programme, intrnal evaluation is done by the subject teacher and principal of the college in a comprehensive and continuous manner, For this evaluation- rating of peer members, head master and-teachers of the respective schools are also considered.

Faculty members submit Scores on internal marks to the principal for final checking and uploading to university portal.

For being an affiliated institution, we have no direct role in preparing the academic calendar. Institutional activities are planned accordingly.

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

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.

For being an affiliated institution, we align our B.Ed. programs with the desired learning outcomes within the existing framework of the university. we emphasise on all-round development in student-teachers by organizing different curricular and o-curricular activities. Organising Micro-teaching, pre-internship sessions enhances different teaching-skills of trainee teachers. Students are trained in PowerPoint presentations, animations, and data analysis using MS-Excel and MS-Word. Practicum activities- including action research, field-trips-education excursions, theory courses in yoga, visual arts, environment and population education etc. help to make trainee teachers proficient and well-prepared for their teaching careers.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

We prioritize knowledge integration in student-teachers aligning with the PLOs and CLOs in our curriculum. Well framed PLO and CLO are uploaded in college web-site. We organise different academic, extension and co-curricular activities to enhance their professional competence by achieving desired outcomes of the course.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

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

40

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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.

Assessment of entry level knowledge of trainees help identify areas of improvement and provide necessary support to align their performance with their peers. The assessments focus on communication skills, content knowledge and teaching ability. Communication Skill: Student-teachers' fluency, ability of using correct language are assessed initially. Remedial classes are offered to those who need

improvement. Teaching Skill of trainee teachers-in terms of presentation skill, inclination towards teaching is assessed at the initial stage by our teacher-educators. Remedial measures such as micro-teaching classes in simulated situation, school involvement are utilized to enhance performance. Content Knowledge: The proficiency of student-teachers in their respective subjects is evaluated through oral and written exams. Remedial classes are provided accordingly. Through these initial assessments and targeted interventions, our student-teachers receive the necessary guidance and support to enhance their skills and knowledge for becoming a resourceful teacher in future.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.gcbtcollege.in/igac_aqar_docs/SSS_22-23.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

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

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

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

8

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

100

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

48

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

48

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

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

The Community outreach activities are included in our B.Ed. syllabus (Sem-III). School base outreach activities are various types. It includes Gardening, Cleanliness of the campus and beautification, cleaning of furniture, Morning Assembly, Community games, Culture program, Scout and guide/NSS, Cerebration of national festival , Teachers Day, Fast Aid, Aesthetic development activities- like decoration of class room, Organization of rally or campaign on any social use, like, Polio, HIV, Electoral right, Gender sensitizing , etc.

Besides these curriculum bases activities, so many outreach

activities have been done by the college. They are- BANAMAHOTSAV, Blood Donation camp, Safai Avizan, Community Kitchen, Social and cultural program, etc.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

2

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

2

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

Three/Four of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

Our College has physical infrastructure as per NCTE norms. The best facilities for teacher education are provided in this institution. A necessary and sufficient amount is allocated in the budget for

development of the infrastructure in every aspect. The building has principal's office, as well as staff room.

It comprises the classrooms, washrooms, one conference room, one auditorium and an equipment room for games and sports. Guidance and counselling Cell, Grievance Redressal Cell, and Placement Cell, etc. also work in the same building.

The library has a rich collection of curriculum based books, having a spacious reading room for students and faculty separately. Psychology Lab. Science Lab. and Language Lab., History Room, Geography Room, etc. are also situated in the same building.

The college has hostels for Boys' and Girls' separately.

The College has one big playground for games and sports. The playground is situated behind the college building.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.gcbtcollege.in/
Any other relevant information	View File

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

1.62

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

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.

An automated library is one where a computer system is used to manage one or several of the library's key functions, such as acquisition, serial control, cataloguing, circulation and the public access catalogue. Automated library system centres on library automation package. Such automation packages are called library management software. (LMS) or integrated library management software (ILMS).

Library automation software as application software performs day today library activities through human intervention. Library automation packages are develop in view of the two most essential activities of any library- housekeeping activates and information retrieval. This are accessible through LAN or WAN and also over internet. Modern library automation systems are www. compatible and accessible through internet, intranet and extranet for information retrieval as well as data entry activates.

The ILMSs presently follow a modular approves for the housekeeping operations. Generally the whole package is divided into several modules for is operational sub system. Modules are divided into sub modules and its sub models supports varies facilities to carry out tasks related to the procedure.

Our library subscribes customized KOHA - an open source Library Management Software. The following sub-modules in KOHA are

1. Acquisition
2. Cataloguing
3. Circulation
4. Serials

5. Membership Registration
6. Management report
7. Search
8. Tools

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.gcbtcollege.in/Library.php
Any other relevant information	View File

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

No remote access is available. In future we are trying to do the job

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

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

All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

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

0.548

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

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

178

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

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

Two of the above

obtained as and when teachers recommend Documents are obtained as gifts to College

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

4.3 - ICT Infrastructure

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

Modern teaching learning processes are updated through ICT facilities. The ICT facilities include Computer, overhead projectors, Copying facilities, Virtual class-room , web camera, Laptops, sound system, short through projector , CCTV, Biometric attendance equipment's, including Internet connection (Unlimited downloading facilities) from Alliance Broadband Services Pvt. Ltd. The class rooms and auditorium are connected with internet facilities and suitable with the uses of Information and Communication Technology.

Students use ICT at the computer lab and when they use library for searching e- resources and downloading it. Students are provided Wi-Fi facilities in their personal handsets excluding the uses of computer in the college premises.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

8.33

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
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File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	N.A
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.gcbtcollege.in/StudyMaterial.php
Any other relevant information	View File

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)

10.32

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

Laboratories: We have various well-maintained laboratories and resource rooms, including Physics, Chemistry, Life Science,

Language, Psychology, and Computer labs. Skilled lab attendants ensure proper care and immediate resolution of any requirements.

Library: Our institution has a general library, a librarian and support staff maintain and facilitate their proper usage.

Sports Complex: Our gymnasium is equipped with modern facilities, and dedicated support staff ensure its proper maintenance.

Computers: College has computer labs,

Classrooms: Our ICT-enabled classrooms are well-maintained, providing necessary equipment for teaching and hosting various events.

Maintenance Policies: We have established maintenance policies for plumbing, electrical systems, etc. Prompt

assistance is provided by staff members in case of any issues. Utilization of its facilities, ensuring a conducive learning environment for student-teachers.

Maintenance of registers, log books, etc. is ensured. Different committees assigned responsibilities to monitor the functioning of the above mentioned facilities through meeting and approval of

Finance Committee and ultimately ratification of Governing Body of the College.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the

Seven/Eight of the above

one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	B. Any 3 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
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)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
2	50

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

4

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

12

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

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

We do not have any Student Council. However each year a Student Representative (SR) is elected/ selected. The students' problems are brought to the knowledge of the principal by SR. Student Representative (SR) and different committees, like Cultural Committee, Magazine Committee, Games and Sports Committee, Hostel Committee, Seminar-Workshop Committee, etc. are totally responsible for organizing various programmes throughout the year which provide a platform for students' community for exhibiting their talents. This ensures a dynamic and proactive platform that promotes the smooth functioning of the college. Guided by faculty members, the council plays an active role in decision-making and offers creative opportunities for students to explore their talents.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

8

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

5.4 - Alumni Engagement

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

Alumni Association of Gandhi Centenary B.T. College, Habra has its active role in college development. Its registration process is going on. The members of our Alumni Association come in our college as a family members frequently. They participate in academic activities as well as all the co-curricular activities organized by the college. They guide our trainees and give suggestion and advice. They remain in our campus as the member of the institute. Their participation in different college activities, like, Students' Re-union, Celebration of Independence day, Welcome ceremony of the new admitted trainees, College annual Games and Sport programme , celebration of Gandhi birth day including participating in common

kitchen program. Their feedback on various aspects of institutional activities, curriculum etc. are collected, data analysed and implemented for institutional development.

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

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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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 Association of Gandhi Centenary B.T. College, Habra has its active role in college development. The members of the association take active role in motivating our trainees through participation in- Students' Reunion, observation of College Foundation Day, Teachers' Day celebration, Gandhi Birthday observance through reading of various religious holy books and participating in common kitchen. They also participate in Blood Donation camp, Safai Avijan, Banamahotsav, etc. programme organized by the college. Feedback on various aspects of institutional functioning is collected. Actions are also taken on it for development of institutional functioning.

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

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.

Governance: The institution's governance imparts character-building education and develops teachers with integrity, truthfulness, and values. **Educational Excellence:** The College equips teachers with updated knowledge, methodologies, research capabilities, and a compassionate outlook. It encourages innovation, as well teaching

strategies.

Societal Sensitivity: The College promotes accountability and attitude in serving society. **Leadership Development:** By enhancing knowledge, technological competence, and leadership skills, the college aims to create effective leaders for societal development.

Governing Body: The College's governance is overseen by the Governing Body, comprising external govt. nominees and experienced faculty and support staff members.

Academic Involvement: The Academic Council, Teachers' Council, IQAC actively participate in governing academic activities.

Faculty and Staff Participation: Faculty and staff contribute through various academic and administrative activities.

Student Engagement: Student-teachers play an active role in governance, fostering leadership qualities, etc.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

College encourages participative management, shared responsibilities, and accountability. Faculty and staff members have self-responsibility. Administration is democratic in nature and decentralised to a large extent. Policy related matter is looked upon by the college GB, its implementation is done through day-to-day activities by the principal. Different committees are assigned the responsibility to look upon academic and non-academic activities with freedom to take decisions. The principal has the supervisory role to play.

Shared Decision-making: Faculty and staff serve as coordinators, conveners, and committee members for various activities.

Different Committees - Finance Sub-Committee, SC/ST Welfare Cell, Grievance Redressal Sub-Committee, RTI Cell, Anti-Ragging Sub-Committee, Hostel-Sub-Committee, Internal Complaint Cell, Teachers' Council, Academic Sub-Committee, College IQAC, Library Sub-Committee, etc.

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

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

Transparency is ensured in the following manners:-

Financial Functions: Financial management ensures complete transparency. Decisions made in by the different committees are approved by the Governing Body. Purchase matters are discussed in Purchase Committee meetings. The college office maintains a Day Book and use receipts, bills, and vouchers for income/payment activities. Transparency is maintained through payment methods like Cheques/ NEFT/ RTGS with two authorised bank operators required to sign cheques. Online payment mode is exclusively used for admission and examination fees purposes.

Utilization certificates of government grants are duly Salaries for management-appointed staff are mostly disbursed directly to their accounts. Fifty percent of collected tuition fees is paid to the Government of West Bengal through the government treasury. institution uploads undertaking on website upgradation on its web-site which is an indication of iys intension to ensure transparency in dissimination of information.

Academic Functions: College shares a detailed institutional Calendar before each session starts and provides Programme Learning Outcome (PLO), and Course Learning Outcome (CLO) uploading to college website. Advertisements relating to admission are given in the daily leading newspapers and on the college website (www.gcbtcollege.in). List of selected candidates publishes online in college website. The

college follow the State Government's Reservation Policy in the proses of admission (i.e. selection of candidate for admission). Examination related grievances are forwarded to the concerned university.

Administrative Function: The College follows a democratic decision-making process and participatory management style.

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

6.2 - Strategy Development and Deployment

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

To execute policies in view of the mission-vision-objectives of the institution, the strategic plan is prepared at the beginning of each session. It includes curricular, co-curricular components with special emphasis on development of human and material resources of the institution. There are different committees in the institution for monitoring different activities. Staff members are allotted admission related work, organising cultural activities in collaboration with students, community and extension work depending upon their potentiality.

For developing the plan- steps generally followed are-

- i. Identification of the need based areas and to priorities those
- ii. To study the available resources
- iii. To assign the responsibility of execution to the concerned committee
- iv. To conduct meeting and to take actions and
- v. Follow up

Very recently, college academic sub-committee adopts resolution in relation to development of academic infrastructure {(like, providing internet facility with Wi-Fi connectivity in both the hostels (Girls

and Boys) }.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://www.gcbtcollege.in/GoverningBody.php
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Policies: different policies namely- Student and staff Welfare Policy (to ensure student and staff well-being) ,Anti-Ragging Internal Complaint Cell, Grievance Redressal Cell and Anti-Sexual Harassment Policy (to address grievance of students and staff members) , Maintenance Policy (to maintain physical infrastructure and ICT equipment), Placement-Cell Policy (to facilitate job placements for students) are major concerns of the Administration.

Administrative Setup: Governed by College Service Commission (Govt. of W.B.) recommended Principal, with a Governing Body (constituted by following the university statute and concerned state Govt. Act) headed by the president along with a number of statutory and non-statutory committees.

Appointment and Service Rules: The Teaching Staff and Non- Teaching Staff are appointed by the W.B. State Govt. The Teaching Staff is appointed by the Governing Body of the College by the recommendation of the College Service Commission (Govt. of W.B.). The Non- Teaching Staff is appointed by the State Govt. through open advertisement. Both the staff are guided by the university statute and State Govt. rules/orders published time to time. As per the existing norms of the state Govt. , the government restricts the college's authority to appoint non-teaching staff in regular positions. Currently, the College Governing Body appointed temporary staff with applicable benefits and remuneration.

File Description	Documents
Link to organogram on the institutional website	https://www.wbcsconline.in/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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.

Since the college is under grant-in-aid status, it has a Governing Body with various committees/ sub-committees. All these bodies have been formed in strict compliance of the State Govt. of W.B. and UGC regulations, whichever is applicable. A prior notice duly signed by the convener is circulated among the members of these bodies before the meetings. Discussions are exquisitely minuted. Afterwards, in the subsequent meetings, the proceedings of the previous meeting are confirmed by the Chairman. The resolutions are systematically implemented.

Example- Admission is conducted as per resolutions adopted by the Admission Sub- Committee, constituted by the college GB. It is according to the guidelines of the State Govt. (Department of higher Education, Govt. of W.B.).

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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

1. Encouragement of faculty for participating in research related activity/publish paper/ seminar presentation, etc. for enhancing knowledge.
2. Participation of faculty and staff members in skill development programmes organised by Department of Higher Education Govt. of W.B.
3. GSLI scheme is running for faculty and support staff members.
4. Interest free refundable puja advance for NTS.
5. Provision of loan on medical ground for NTS.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

2

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

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

The College has a performance appraisal system for its teaching and non-teaching staff. The appraisal process for teaching staff follows the UGC Career Advancement Scheme (CAS) and complies with the norms of the University Grants Commission and the rules of the Department of Higher Education, Government of West Bengal. The teaching staff fills out an annual self-assessment form, which is reviewed by the Principal. A panel of Screening or Selection Committee is constituted by the University to evaluate the filled-in forms, calculate the Academic Performance Indicator (API) score, and assess the enclosed documents for promotion under CAS. The Principal holds a Governing Body meeting, and upon approval, the resolutions are forwarded to the Director of Public Instruction, Govt. of West Bengal for promotion.

For non-teaching staff promotion is after completing 10 or 20 years of continuous service, the matter is discussed in the Governing Body meeting. The resolutions are then forwarded to the Director of Public Instruction, Govt. of West Bengal for promotion. Both teaching and non-teaching staff undergo the appraisal process through self-assessment, review, discussion in Governing Body meetings, and approval for promotion based on their satisfactory service.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

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

College has the provision of Government Audit. Annual external financial audits is conducted by auditor appointed by the Higher Education. presently we do not have provision of internal audit system Objection settlementprocess:

Objections from Higher Education Department: The department may raise objections during the audit. The institution provides satisfactory clarifications for objections. Mechanism for Settling Audit Objections: The institution follows a systematic approach, including resolution meetings, satisfactory explanations, and communication with stakeholders. This ensurestransparency, accountability, and compliance. Regular audits and addressing objections demonstrate financial integrity, responsible management, and adherence to standards, fostering trust and efficient resource utilization.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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

The institution employs transparent financial management practices regarding financial matters are made in meetings of the Finance Committee and approved by the Governing Body. Purchase-related issues are discussed in regular meetings of the Purchase Committee. The college maintains a Day Book, recording income and expenditure statements to ensure transparency. Income-payment activities strictly adhere to the use of receipts, bills, and vouchers. Payments are made through cheques, NEFT, and RTGS, requiring the signatures of two out of four authorized bank operators. Admission and examination fees are collected exclusively through online payment methods to mobilize funds and optimize resource utilization.

The institution follows government regulations and submits utilization certificates to utilize government grants effectively. Salaries for management-appointed staff are disbursed directly to their accounts, . As per the directives of the Government of West Bengal, 50% of collected tuition fees is paid to the government treasury. A government audit is carried out to ensure compliance with regulations. Through these transparent financial practices, the institution mobilizes funds effectively and ensures their optimal utilization for the benefit of the institution and its stakeholders.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

The college has an Internal Quality Assurance Cell (IQAC) for taking initiative college development program time to time. The major activities of IQAC are as follows:-

- Dissemination of information on various parameters of Higher Education
- Development and application of quality bench mark parameters for the academic and administrative section of the college at the beginning of the academic session.
- Organizing on seminar/ workshop on teaching quality themes
- The cell reviews the conditions and about the new facilities in infrastructure of the instruction and it ensures the improvement of present facilities
- The cell collect the opinion of ex-student regularly regarding infrastructure facilities.
- Monitoring the progress works and taking proper steps according to the feedbacks collected from the various stack holders
- The cell also looks after the promotion of the teachers abiding by the UGC norms and rules.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

The institution reviews its teaching-learning process periodically through IQAC. Various mechanisms are used by the instruction to evaluate the achievement of goals and objective

- Self-Appraisal of teachers
- Achievement of students at the university examination
- Feedback of the students as well as the members of the college alumni asociation on curriculum, teching-learning process and evaluation
- Opinion of parents

All the suggestions, feedback, Self-Appraisal of the teacher educators and overall achievements of the instruction per year provide a complete picture of accomplishment status of goals and objective. To achieve the goals our college constantly evaluate the academic activities and co-curricular activities with the help of teachers' trainees.

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

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

3

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal

Three of the above

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.gcbtcollege.in/IOACminutesResolution.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gcbtcollege.in/AQARSSR.php
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

After first cycle of NAAC visit in the year 2007 we have achieved the following two major arrears:-

1. Some teachers have earned their Ph.D. award and improved their teaching quality
2. Development of the college playground, improvement of Boys' Hostel and Girls' Hostel and extension of college pond.

After 2nd cycle of NAAC visit in the year 2016 we have achieved the

following two major arrears:-

1. Extension of college building (at 1st floor) for extra class rooms, laboratories, toilets for students, etc.
2. Establishment of Fire Safety plants to protect the college building form the fire.
3. Planting of Deep tube-well with Aqua guards for pure drinking water for students and staff.

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

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 has been not much initiatives for Energy Conservation yet but the institution desires to do so in near future.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

The institution takes leading role in managing the waste. The segregation of solid waste is carried out. Paper, cardboard, plastics, and other dry garbage are isolated from other types of waste. Organic wastes, such as leftover food, fruit peels, and other organic scraps, are also collected separately in bins.Emphasis is given on eggrigation of biodegradable and non biodegradable wastes.and their proper disposal.

ephasis is given to the following points-

- i. INSTALLATION OF ENERGY EFFICIENT LED, FLUOROSCENT BULBS IN

CAMPUS ,

ii. PROPER MAINTENANCE AND REPAIR OF ELECTRIC APPLIANCES TO REDUCE WASTAGE ,

iii. APPOINTMENT OF SECURITY PERSONNEL TO MONITOR, LOOKING AFTER.

iii. INSTRUCTION TO TRAINEES FOR SWITCHING OFF DEVICES BEFORE LEAVING CLASS ETC

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

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

The principal gives an orientation lecture on the day of initiation of new classes explaining fundamental principles and ethos of the institution.. The speech focuses on how important it is to maintain harmony among all differences while encouraging a scientific attitude, humanism, and inquisitive spirit. On special occasions like Republic Day and Independence Day observation, lectures on fundamental rights duties of citizen, spirit of the republic country are organised by students and staff members. The Institution allows trying to keep the greenery environment in its large campus. The institute organizes for plantation program for transplanting new baby plants every year through the "BANAMAHOTSAB'' Program, medicinal plants as re available in college herbal garden. Students also observe world environment day for developing sensitivity towards environment and community related issues. Students take care of these under the supervision of mentor teachers, which helps to promote their spirit of a responsible citizen to keep environment greener and cleaner

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

For national integrity the institute observes the 'Independence Day'(15th August every year), 'Republic Day'(26th January every year), 'Netaji Birth Day'(23rd January every year) , etc. Moreover, the college observes Gandhi Birth Day (2nd October every year) by reading important portions of the holy books- the Gita, the Bible & the Koran for keeping communal harmony. A common kitchen is organised in the same day for eradication of untouchability . The day is also observed with the 'Safai Avijan' for cleaning the college campus. Observation of these promotes students' feeling of socio-cultural harmony and integration and the value of work culture. The world environment day is observed in the institution to sensitise students towards environment and community related issues.

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

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

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

Best Practice-1

Title of the practice: installation of fire safety measure

Objective of the Practice: (i) To ensure security of the college building as per NCTE regulation 2014

The Context:

Fire safety is important and necessary in the workplace in order to prevent and protect against the destruction caused by fire.

It is mandatory of a teacher education institution to have the provision of such safety, as per NCTE recommendations 2014, hence is the attempt.

The Practice: All the financial and administrative matters are dealt by the college finance sub-committee and college governing body . After installation, Divisional fire officer, West Bengal fire services north 24 pgs has issued a certificate which has been uploaded to college web-site.

Problems Encountered and Resources Required: financial constrain .

Best Practice 2

Title of the practice- to organize Faculty development programme on Intellectual Property right

objective : To make faculty members aware of different aspects of the issue leading to protection of intellectual property.

The Context

Intellectual Property Rights (IPR) refers to the legal rights granted to the inventor or manufacturer to protect their invention or manufacture product. Institution has been advised by the NAAC reviewers to conduct an academic discussion of IPR, hence the attempt.

The practice: Invited Talk on "Intellectual Property Right with special reference to Higher Education" as part of Faculty Induction Programme is organized through on line mode on the 4th of December 2023 .

Problems Encountered and Resources Required: Problem of network failure, ICT resources of the institution are used.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Institutional Distinctiveness: related to its vision, priority and thrust

Our mission is i) To make efficient and quality teachers for all strata of the society and the world as a whole. ii) To develop leadership quality in the trainee-teachers so that they can lead nation in movement for social upliftment.

Gandhian Philosophy: concept and institutional practice helps us to attain the goals mentioned above. Primarily, the college was established in 1968, the centenary year of M. K. Gandhi, to commemorate the hollowed name of the father of the Nation and at the same time who was one of the great educators of the world. The following day-to-days college activities help us to attain Gandhian philosophy in reality.

I. Biometric attendance for Staff and Students-(to make habit of punctuality). II. Observation of 2 nd October with reading some important portions of- The Gita, Koran and Bible (to maintain religious harmony). III. Organizing Common Kitchen (to eradicate untouchability) IV. Safai Aviyan (to make habit of Cleanliness and maintain healthy environment) V. Seminar/Workshop/Lecture Competition on Gandhian Philosophy (to make awareness and critical study of Gandhian Philosophy)

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