



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution	Shree Ramakrishna B.T. College
• Name of the Head of the institution	Dr. S.P. Shrestha
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	03542252448
• Mobile No:	9832013664
• Registered e-mail ID (Principal)	surendra.p.shrestha@gmail.com
• Alternate Email ID	principal.srbtc@gmail.com
• Address	27 Gandhi Road, Bagmari house.
• City/Town	Darjeeling
• State/UT	West Bengal
• Pin Code	734101
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

- Financial Status **Grants-in aid**
- Name of the Affiliating University **BABA SAHEB AMBEDKAR EDUCATION UNIVERSITY**
- Name of the IQAC Co-ordinator/Director **Jaynal Abedin Sarkar**
- Phone No. **03542252448**
- Alternate phone No.(IQAC) **8436307342**
- Mobile (IQAC) **8436307342**
- IQAC e-mail address **jaynalabedinsarkar@gmail.com**
- Alternate e-mail address (IQAC) **principal.srbtc@gmail.com**

3.Website address

<http://srbtcdarjeeling.com/index.php>

- Web-link of the AQAR: (Previous Academic Year) <http://srbtcdarjeeling.com/userfiles/file/AQAR%202021-2022.pdf>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://srbtcdarjeeling.com/academic-calendar--list-of-holiday.php>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.59	2017	27/11/2017	26/11/2022

6.Date of Establishment of IQAC**30/06/2014****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
NA	NA	NA	01/01/2018	NIL

8.Whether composition of IQAC as per latest NAAC guidelines**Yes**

- Upload latest notification of formation of [View File](#)

IQAC

9.No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Seminar Cum workshop on environmental challenges for all the faculty members and students.

Health Awareness Programme cum Workshop for both semester students and faculty.

Parent Teacher Meeting to strengthen students' academic progression.

Awareness Programme on West Bengal Student Credit Card Scheme Sponsored by Government of West Bengal.

Development works under RUSA

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Awareness Programme on West Bengal Student Credit Card Scheme to be organized	that Awareness Programme on West Bengal Student Credit Card Scheme will be scheduled to be organized in college. The programme may be continued with the Q & A sessions at the end to make the trainees aware and clarification of each minute details of the scheme be unveiled.
Introduction/Implementation of National Social Service (NSS) in college	The college will take necessary initiative to introduce Self-finance course like National Social Service (NSS) in college as soon for the larger interest of the college.
Plantation in and around the campus on Special Day to be Organized in college	It is unanimously resolved that World Environment Day or any relevant special day will be observed wherein Plantation programme in and around the campus to be Organized.
College website	http://srbtcdarjeeling.com/iqac.php
Increase the number of Ph.d Degree holder	Three Pursuing

13. Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

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• Location	Urban
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• Name of the IQAC Co-ordinator/Director	Jaynal Abedin Sarkar				
• Phone No.	03542252448				
• Alternate phone No.(IQAC)	8436307342				
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• IQAC e-mail address	jaynalabedinsarkar@gmail.com				
• Alternate e-mail address (IQAC)	principal.srbtc@gmail.com				
3.Website address	http://srbtcdarjeeling.com/index.php				
• Web-link of the AQAR: (Previous Academic Year)	http://srbtcdarjeeling.com/userfiles/file/AQAR%202021-2022.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://srbtcdarjeeling.com/academic-calendar--list-of-holiday.php				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	2.59	2017	27/11/2017	26/11/2022
6.Date of Establishment of IQAC			30/06/2014		
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NA	01/01/2018	NIL	
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• Upload latest notification of formation of IQAC	View File				

9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
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College website	http://srbtcdarjeeling.com/iqac.php
Increase the number of Ph.d Degree holder	Three Pursuing
13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-2023	29/02/2024

<p>15.Multidisciplinary / interdisciplinary</p>
<p>Our College is teacher education institute in nature and follows the curriculum prescribed by Baba Saheb Ambedkar Education University (BSAEU-Earstwhile WBUTTEPA) under the guideline of NCTE. Our college offer B.Ed course which is multidisciplinary in nature and following Choice Based Credit System (CBCS).</p> <p>We have proposed some ADD-ON Course i.e. Disaster Management and to instigate to train students in social engagement during disasters, multimedia software skill development programme, NSS also in planning stage and to be started.</p>
<p>16.Academic bank of credits (ABC):</p>
<p>Our college is affiliated to Baba Saheb Ambedkar Education University (BSAEU) and follows the guideline i.e. choice Based Credit System (CBCS). We are ready to adopt the NEP as and when university will give order and guideline to take measures to initiate the process of ABC (Academic Bank of Credits).</p>
<p>17.Skill development:</p>
<p>Our college is teacher training institute in nature, our curriculum provides to develop different teaching skills through practicing micro-teaching skill under supervision of expert mentors and subject teachers.</p> <p>We have different laboratories for on hand practicing of different skills like language laboratory, geography laboratory, science laboratory and art & craft laboratory etc. ICT room use for learning and practicing multimedia based soft skills.</p>
<p>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</p>
<p>Instructions are delivered in classroom in bilingual as well as multilingual mode like English, Nepali, Hindi and Bengali. Activities on Indian art and culture tradition are practised as curricular and co-curricular activities. Teachers are using online teaching- learning materials. They are also using zoom app, google meet app, what's app and other online platform.</p>
<p>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</p>
<p>The initiatives and objectives of institution is to transform its curriculum towards Outcome Based Education (OBE). It is student-centric teaching and learning methodology. The focus is on course delivery, planned assessment systems to achieve stated objectives</p>

and outcomes. Teacher council and monitoring committee continuously monitor student's performances, encouraging and emphasizing – Seminar presentations, Classroom assessments, Group discussions, Individual / Group project etc.

20.Distance education/online education:

Online platform is used as per requirement as well as for extra classes, discussion, upload references and study materials.

Extended Profile

1.Student

2.1

50

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

50

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

File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	50
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	3750000
4.2 Total number of computers on campus for academic purposes	11
3.Teacher	
5.1 Number of full-time teachers during the year:	6
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	17
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 institutional process of planning, reviewing, revising, and	

adapting curriculum to the local context typically involves several key steps. Firstly, educators assess the existing curriculum to identify strengths, weaknesses, and gaps. They integrate local cultural, social, and economic contexts into the curriculum framework to ensure relevance and applicability. Next, educators select or create learning materials, resources, and teaching strategies that align with the revised curriculum and cater to the diverse needs of students. Finally, ongoing monitoring and evaluation help to assess the impact of the curriculum adaptations on student learning outcomes and make further refinements as necessary. The institutional process of planning, reviewing, revising, and adapting curriculum to the local context typically involves several key steps. Firstly, educators assess the existing curriculum to identify strengths, weaknesses, and gaps. They integrate local cultural, social, and economic contexts into the curriculum framework to ensure relevance and applicability. Next, educators select or create learning materials, resources, and teaching strategies that align with the revised curriculum and cater to the diverse needs of students. Finally, ongoing monitoring and evaluation help to assess the impact of the curriculum adaptations on student learning outcomes and make further refinements as necessary.

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

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

E. Any 1 of the above

Alumni	
File Description	Documents
Data as per Data Template	No File Uploaded
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	D. Any 1 of the Above
File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	http://srbtcdarjeeling.com/
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

18

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	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

0

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

0

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

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

0

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

0

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

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

Two of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The curriculum in the college ensures students gain a solid understanding of Principles covering topics like pedagogy and assessment methods . Through Projects and internship trainees and projected to have real life situation experience. Additionally for the enhancement of skills and many such things clubs like Eco-club, NSS, Women cell are present to develop essential skills. Overall, the curriculum focuses on providing students with a strong foundation in teacher education and practical skills for successful teaching careers.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

The curriculum Covers the of School development of system, functioning of different boards of School education and their functional difference. The assessment system, norms and standards vary among boards like CBSE, ICSE and state boards providing with multifaceted understanding of educational practices. Diversities are found based on gender, socio-economic perspective, location of schools etc. during teaching learning teachers is engaged to transfer the concept unity in diversity. There are various types of diversity found in school system. Location, medium, affiliated board, nature of school are few parameter of diversities. Here in this institution it can be found students are from multicultural and multilingual background . Therefore, during internship time period students directly know the different kinds of diversities found in school system along with the multicultural perspective. They are also acquainted with the education in various state boards of education through theoretical lectures under the paper - Knowledge and curriculum. Further, students visit different schools for field based activities and for internship. Through first hand experience of diverse schools, students learn about their norms and standards as well as the functional differences among them.

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

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

The institution focuses on integrating various learning engagements in its teacher education program to foster students'

professional development. This includes designing disciplinary courses that emphasize real-world application, such as incorporating teaching practices where students engage in actual classroom settings. Additionally, the institution encourages reflective practices where students critically analyze their experiences and connect theoretical knowledge with practical application. With the proper guidance from educators and professors, the institution helps students in the field by weaving together these diverse learning experiences. This provides students with a deeper understanding of the interconnectedness of education.

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

1.4 - Feedback System

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

One of the above

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

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

Feedback not collected

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

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

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

30

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

30

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

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

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	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

At the entry level of a professional education program, an assessment process is designed to identify the diverse learning needs of students and their readiness for the program. This process typically involves various tools such as diagnostic tests,

interviews, and questionnaires to evaluate students' cognitive abilities, learning styles, and prior knowledge. By understanding these factors, educators can tailor their instruction and support to meet individual needs effectively.

Moreover, academic support is provided to students through mentoring, tutoring, and workshops. Mentors help students navigate academic challenges and provide guidance on study strategies, while tutoring sessions offer additional assistance in specific subject areas. Workshops focus on developing study skills, time management, and other essential academic competencies. This comprehensive approach ensures that students receive the necessary support to succeed in their professional education journey.

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

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	No File Uploaded
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

8

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

2.3 - Teaching- Learning Process

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

Teachers employ a multi-mode approach to teaching, incorporating experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussion, and online learning to enhance student engagement and understanding. Experiential learning involves hands-on experiences, fostering active engagement and retention. Participative learning encourages student involvement through discussions and group activities, fostering collaboration and critical thinking. Problem-solving methodologies promote analytical thinking and creativity by focusing on real-world problems. Brainstorming encourages idea generation within groups, fostering creativity and exploration of multiple perspectives. Focused group discussion enhances critical analysis and collaboration, while online learning offers flexibility and personalized experiences. Each mode is chosen based on course content, objectives, and student characteristics, creating a dynamic learning environment tailored to diverse needs.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

4

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	https://www.srbtcdarjeeling.com/library.php
Any other relevant information	No File Uploaded

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

50

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Three of the above

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

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

In our institution, teachers provide ongoing mentoring to develop professional attributes. Regarding teamwork, they foster collaboration, communication, and conflict resolution skills among students.

Mentoring also focuses on promoting inclusivity and sensitivity towards student diversity, professionalism in interactions with colleagues and authorities, and strategies for balancing home and work stress.

Additionally, mentors guide students in staying updated with recent developments in education and life through workshops and seminars, promoting lifelong learning habits.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of

Two of the above

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

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

The teaching-learning process nurtures creativity by encouraging exploration, problem-solving, and divergent thinking. It fosters innovativeness by challenging students to find new solutions and apply knowledge in unique ways. Thinking skills are developed through critical analysis, reflection, and inquiry-based learning. Empathy grows as students engage with diverse perspectives and collaborate with others. Life skills are honed through real-world applications, communication, and decision-making opportunities.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include
Organizing Learning (lesson plan)
Developing Teaching Competencies
Assessment of Learning Technology Use and Integration
Organizing Field Visits
Conducting Outreach/ Out of Classroom

Seven/Eight of the above

Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded
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	Eight /Nine of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

<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>All of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 613 539 676">File Description</th> <th data-bbox="539 613 1436 676">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 676 539 739">Data as per Data Template</td> <td data-bbox="539 676 1436 739">No File Uploaded</td> </tr> <tr> <td data-bbox="86 739 539 918">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 739 1436 918">No File Uploaded</td> </tr> <tr> <td data-bbox="86 918 539 981">Any other relevant information</td> <td data-bbox="539 918 1436 981">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded	Any other relevant information	No File Uploaded			
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Data as per Data Template	No File Uploaded										
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded										
Any other relevant information	No File Uploaded										
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 1420 539 1482">File Description</th> <th data-bbox="539 1420 1436 1482">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1482 539 1545">Data as per Data Template</td> <td data-bbox="539 1482 1436 1545">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1545 539 1688">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="539 1545 1436 1688">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1688 539 1832">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="539 1688 1436 1832">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1832 539 1895">Any other relevant information</td> <td data-bbox="539 1832 1436 1895">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Samples prepared by students for each indicated assessment tool	No File Uploaded	Documents showing the different activities for evolving indicated assessment tools	No File Uploaded	Any other relevant information	No File Uploaded	
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Samples prepared by students for each indicated assessment tool	No File Uploaded										
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded										
Any other relevant information	No File Uploaded										
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of</p>	<p>All of the above</p>										

lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity	One of the above

Preparation of term paper Identifying and using the different sources for study

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

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

The institution meticulously prepares for its internship program through several key steps. Firstly, students are actively involved in selecting schools for their internships, ensuring placements that match their interests and career aspirations. Secondly, orientations are conducted for both host school principals and teachers to familiarize them with the program's goals and requirements, ensuring their support and collaboration. Thirdly, students undergo thorough orientations to understand their roles, professional conduct, and effective engagement with host school staff and students. Additionally, the institution defines the mentorship role of its teachers, who provide guidance and support throughout the internship. Assessment methods are carefully designed, including reflective journals and supervisor feedback, to evaluate student performance. Finally, students are exposed to diverse school settings, including urban, rural, public, and private schools, enriching their educational experiences and perspectives

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

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

2.4.9.1 - Number of final year students during the academic year

50

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Nine/All of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

In an effective internship program, various monitoring mechanisms ensure optimal impact. Teacher educators play a crucial role by providing guidance, feedback, and assessment of interns' progress. They observe interns' teaching sessions, offer constructive feedback, and facilitate reflective practices.

School principals oversee the overall implementation of the internship program. They ensure alignment with school goals,

allocate resources, and support interns and teachers. They monitor interns' integration into school activities and their adherence to professional standards.

Peers contribute to the monitoring process by offering support and feedback. Collaborative environments encourage sharing of experiences, resources, and strategies, enhancing interns' learning and development.

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

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

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	View File

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

8

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

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

2

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

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

135

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

135

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

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

Teachers dedicate themselves to ongoing professional development to stay abreast of current trend and advancement in education .They engage in in-house discussion to exchange ideas, address, challenges and explore emerging issues within the field .These -discussion provide valuable inside & insights and foster collaborative learning environment among educator. By staying informed and actively participating in professional communities, teaching practices adapt to evolve educational needs and ultimately better support their students learning and growth

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

2.6 - Evaluation Process

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

The Continuous Internal Evaluation (CIE) system in our institution is designed to assess students' learning progress continuously throughout the academic year. It consists of various components such as regular class tests, assignments, quizzes, projects, and presentations.

Class tests are conducted periodically to evaluate understanding of course material, while assignments provide opportunities for students to apply concepts. Quizzes help reinforce learning and assess understanding of specific topics. Projects and presentations encourage deeper exploration of subjects and development of critical thinking skills.

Additionally, attendance and participation are often considered as part of CIE to encourage engagement in the learning process. Feedback mechanisms, including teacher-student interactions and peer evaluations, are integral to the CIE system to provide guidance for improvement.

Overall, the CIE system promotes active learning, continuous engagement, and comprehensive assessment of students' knowledge and skills.

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	No File Uploaded

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

One of the above

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

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

The mechanism for grievances redressal related to examinations is

crucial for ensuring fairness and transparency in the education system. When this mechanism is operationally effective, it means that students and stakeholders have a reliable avenue to address any concerns or issues they encounter during the examination process. This typically involves clear procedures for lodging complaints, prompt investigation of grievances, and fair resolutions. An effective mechanism instills confidence in the examination process, promotes accountability among examiners, and ultimately upholds the integrity of academic assessments. Continuous monitoring and improvements to this mechanism are essential to maintain its effectiveness and address emerging challenges in examination administration.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

To adhere to the academic calendar for internal evaluations, the institution typically follows a structured process. First, at the beginning of each academic year, the institution sets up a detailed calendar outlining key dates for assessments, including deadlines for assignment submissions, exam dates, and result announcements. This calendar is widely circulated among students and faculty. Faculty design assessments in advance, aligning them with course objectives, and administer them on time. Contingency plans are in place for unforeseen circumstances. Regular monitoring ensures effective adherence to the calendar.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

To ensure alignment between stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process, institutions typically employ several strategies by mapping them, using backward design, encouraging varied teaching methods, and implementing regular assessment and feedback mechanisms. This ensures that courses directly contribute to achieving program objectives, fostering purposeful teaching and continuous improvement.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

Monitoring the progressive performance of students and their attainment of professional and personal attributes aligned with Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) is essential for continuous improvement. By tracking student progress, educators can identify strengths and areas for development, tailor instruction to individual needs, and implement targeted interventions as necessary. Additionally, using this data for further improvement allows institutions to refine curriculum, teaching methodologies, and support services to better align with the overarching goals of the program. Ultimately, this cyclical process of monitoring and improvement enhances the overall quality of education and better prepares students for their professional endeavors.

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

50

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Assessment tasks are essential in gauging how well students' learning needs are being met. For example, let's consider a student named Sarah who struggles with mathematical concepts. Initially, her learning needs might be identified as needing support with understanding fractions.

In a math assessment, one task might involve solving word problems involving fractions. Sarah's performance on this task would reflect how well her initial learning needs are being addressed. If she performs poorly, it could indicate that her needs aren't being adequately met. However, if Sarah demonstrates a strong understanding of fractions in this assessment, it suggests that the support she's received has been effective in addressing her learning needs.

Therefore, the alignment between the assessment task (solving fraction-based word problems) and Sarah's performance reflects the degree to which her initial learning needs are being catered to.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Not available currently. To be introduced in future.

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	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

<p>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</p>	<p>One of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="86 613 539 674">File Description</th> <th data-bbox="539 613 1436 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 539 741">Data as per Data Template</td> <td data-bbox="539 674 1436 741">No File Uploaded</td> </tr> <tr> <td data-bbox="86 741 539 842">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="539 741 1436 842">No File Uploaded</td> </tr> <tr> <td data-bbox="86 842 539 943">Sanction letters of award of incentives</td> <td data-bbox="539 842 1436 943">No File Uploaded</td> </tr> <tr> <td data-bbox="86 943 539 1122">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="539 943 1436 1122">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1122 539 1223">Documentary evidence for each of the claims</td> <td data-bbox="539 1122 1436 1223">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1223 539 1290">Any other relevant information</td> <td data-bbox="539 1223 1436 1290">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Institutional Policy document detailing scheme of incentives	No File Uploaded	Sanction letters of award of incentives	No File Uploaded	Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded	Documentary evidence for each of the claims	No File Uploaded	Any other relevant information	No File Uploaded	<p>One of the above</p>
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Documentary evidence for each of the claims	No File Uploaded														
Any other relevant information	No File Uploaded														
<p>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</p>	<p>One of the above</p>														

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

3.2 - Research Publications

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

0

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

5

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

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

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

100

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

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

100

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

100

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

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

The instituion organizes various awareness programs, workshops with themes like cleanliness, green environment & tree plantation, awareness on Financial management, YOGA and First-Aid etc. Continuous voluntary activities by students to maintain cleanliness in and around the campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

<p>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</p>	One/Two of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

College compound with own boundary, Bio-metric attendance, WellFurnished Classroom, Virtual Classroom, Drinking water Sanitation facility, Hostel Facility, Laboratory, Library, Computer and WiFi facility, Indoor game facility etc.The women's hostel provides accommodation to women trainees coming from distant places Upgradation of the computer systems is generally done on annual basis. To fulfill the emergency demands, individual

system upgradation is carried out keeping in mind the need for update, deployment and maintenance of the computers in the institution. College Website, maintenance of computers and accessories are done by Techno Developers Group and Services, Siliguri through renewable Annual Maintenance Contracts. Hardware and Software maintenance of computer and accessories are done by local expertise.

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

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

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

1

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

3555367

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

4.2 - Library as a Learning Resource

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

For the automation of Library housekeeping operations like cataloguing, circulation, Acquisition the library is using KOHA Library Management Software for its efficient functioning. KOHA software is being used worldwide in Academic (School, college, universities) Public and Special Libraries due to its user friendly interface. Koha includes modules for Acquisition, Circulation, Cataloguing, Serials Management, Authorities, Flexible reporting, Label Printing Offline Circulation for when internet access is not available & much more. Koha's feature set continues to evolve and expand to meet the needs of its user base

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.srbtcdarjeeling.com/library.php
Any other relevant information	No File Uploaded

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

The college library is planning to avail the facility for remote access to library resources which students and teachers can use in future

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

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

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

16653

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

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

17

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	Nil
Any other relevant information	No File Uploaded

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

None of the above

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

4.3 - ICT Infrastructure

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

ICT has become an indispensable part of today's education system. It helps teachers to make the teaching learning process more interesting, interactive and efficient for the students. Teachers of SRBT College regualry use OCT tools like computers, laptops, projectors in their classes and in academic purpose. The college hasVirtual Classroom with the ICT enables tools. The institution

has 24 hour Wifi facility for the trainees and faculty members to avail internet connection at any place in the college, hostel & library. It offers students the facilities of email, net surfing, uploading, downloading of Web based application besides helping them in preparing projects and seminars.

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

4.3.2 - Student – Computer ratio during the academic year

25:1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS)

One of the above

Teleprompter Editing and graphic unit	
File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded
4.4 - Maintenance of Campus and Infrastructure	
4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)	
177980	
File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded
4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words	
College compound with own boundary, Bio-metric attendance, WellFurnished Classroom, Virtual Classroom, Drinking water Sanitation facility, Hostel facility, Laboratory, Library, Computer and WiFi facility, Indoor game facility etc. Upgradation of the computer systems is generally done on annual basis. To fulfill the emergency demands, individual system upgradation is carried out keeping in mind the need for update, deployment and maintenance of the computers in the institution. College Website, maintenance of computers and accessories are done by Techno	

Developers Group and Services, Siliguri through renewable Annual Maintenance Contracts. Hardware and Software maintenance of computer and accessories are done by local expertise.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.srbtcdarjeeling.com/index.php
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical

Nine or more of the above

aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
0	50

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

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

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

0

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

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

3

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

5.3 - Student Participation and Activities

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

The student council plays a proactive role in institutional functioning by organizing events and activities that promote student engagement and community building. They act as a bridge between students and faculty/administration, advocating for student concerns and proposing solutions. Through open communication channels, they encourage feedback, suggestions, and grievances, fostering a collaborative environment where students feel empowered to contribute. Additionally, the council collaborates with external organizations to provide opportunities for skill development, career guidance, and community outreach. Overall, their proactive approach significantly enhances the institutional experience by promoting student welfare, fostering a sense of belonging, and facilitating positive change within the institution.

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

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

4

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

Alumni associations are instrumental in an institution's development by fostering a sense of community, providing financial support, and enhancing its reputation. Financially, alumni contribute through donations and fundraising efforts, which support scholarships, infrastructure improvements, and academic programs. They also offer valuable professional connections and mentorship opportunities for current students, aiding in their career development. In terms of functional aspects, alumni associations play a crucial role in student recruitment by showcasing successful alumni and maintaining a positive image of

the institution. Additionally, alumni often serve as guest speakers, or adjunct professors, enriching the academic experience with real-world insights and expertise. These contributions create a supportive environment that benefits both current and future students, ultimately enhancing the institution's overall development.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

None of the above

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

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

0

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

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

The Alumni Association motivates and nurtures students' talents by providing mentorship, career guidance, and networking opportunities. They organize workshops and seminars to expose students to different fields and sponsor scholarships for talented individuals. This support system helps students excel and contributes to the institution's success.

Through workshops, seminars, and scholarships, they nurture students' talents, helping them excel and contributing to the institution's success.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION AND MISSION OF THE COLLEGE:

1. To prepare academically reflective, culturally sensitive, socially responsible, pedagogically sound and technology-savvy teachers.

2. To stimulate, educate and enable the trainees for excellence in teaching, learning research and innovation.
3. To equip the trainees with advance knowledge and skill of teaching.
4. Development of good Teaching Aptitude, Self-Confidence and Discipline.
5. To develop academic abilities as well as co-curricular activities in students.
6. To provide healthy and supportive environment for trainees.
7. To conduct in-service teacher training program to upgrade teaching efficiency of in-service teacher.
8. To develop the interest of staff for personal academic growth and skill enrichment.
9. To serve the community in the field of environment, education and values.
10. To bring sense of brotherhood, peace and social harmony.

The Principal is the Head of the Institution who administers and supervise the campus. The college is having its own Governing Body which help in the management and administration of the college. The Head of the Institution is the Secretary of the Governing Body, President would be Eminent Educationist, few members are Govt. Nominee and others members are selected from Teaching, Non-Teaching and Student's Representative.

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

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

There is a global trend of decentralizing education system. Most of the institution are experimenting with or contemplating some form of education decentralization.

The institute always promotes the culture of participate management by involving staff and students in various activities. All decisions of the institution are governed by management. The students and faculties expresses themselves, for any suggestion to improve the excellence in any aspect of the institution Decentralization in our institution involves distributive decision making proves across various levels rather than centralizing at the top improves participants at all level to make choices and take responsibilities for action, fostering a sense of ownship and accountability .Participant management practices involve engaging individual in decision making processes. Local Participation in college management improves accountability and responsiveness and foster resource mobilization

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

In the office we have computerized financial automatic software system which has been activated since the 2013 to ensure transparent in financial function. We conducted internal audit by chartered accountant every year in June and submit to the Joint director office external audit is also conducted periodically by the office of the joint account office we have also submitted statement and utilization certificate of all the friends receive from the UGC. The academic function refers to the role that educational institutions play in society, primarily focusing on teaching, research, and knowledge dissemination. It encompasses activities such as providing formal education, conducting

research, and contributing to the intellectual and cultural development of society. Academic institutions, such as universities and colleges, serve as hubs for learning, critical thinking, and innovation. They prepare students for careers, advance knowledge in various fields, and often serve as centers for public discourse and community engagement.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

As part of the institutional strategic plan, one successfully implemented activity was the establishment of a career development center. The deployment strategy involved collaboration across departments to assess student needs and industry demands, followed by the creation of tailored career readiness programs. Resources were allocated for staffing, infrastructure, and partnerships with employers. Throughout the year, workshops, seminars, and networking events were conducted to enhance students' professional skills and job prospects. Feedback loops ensured continuous improvement, while metrics such as employment rates and alumni success were tracked to measure effectiveness. This activity exemplifies the strategic plan's focus on holistic student development and alignment with workforce demands.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Institutional bodies play a vital role in governance ensuring the smooth functioning of various sections within society. These bodies typically operate within a framework of policies administrative structure, appointment and service rule and procedures designed to uphold their mandate effectively policies provide the overarching direction and guidelines for the institutional bodies outlining their steps and strategies. Administrative setups establish the organization structure roles responsibilities and reporting mechanisms. Appointment and service rule govern the selection tenure and conduct of personal within these bodies ensuring professionalism and accountability.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

None of the above

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of

the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The different bodies/cells/committees like Governing Body, Teachers' Council, IQAC, Grievance Cell, Admission Committee etc, of the college takes the decisions, resolutions for smooth functioning of the college.

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

6.3 - Faculty Empowerment Strategies

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

Effective implementation of welfare measures for teaching and nonteaching staff of the college are as follows: 1 Loan facilities with nominal and without interest from PF fund for teaching and non teaching staff. 2. Casual Leave(CL) 3. Emergency Leave(XL) 4. Earned Leave(EL) 5. Maternity Leave. 6 Permission for Flexible Hours for faculty 7. Winter vacation for Teaching staff.8. Canteen Facility 9. All the teaching and non-teaching staffs alongwith the trainees go for picnic at the end of academic year/ annually.

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

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

0

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

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

0

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

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

2

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

Number of professional development/administrative training programmes organized by the institution for teaching and non-teaching staff during the year. The number of professional development and administrative training programs organized by an institution for teaching and non-teaching staff can vary widely depending on the institution's resources, priorities, and staff needs. It's typically documented in the institution's annual reports, HR records, or professional development records. If you have access to these documents, you can find the specific numbers there. If not, you may need to reach out to the institution's HR or professional development department for this information.

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

6.4 - Financial Management and Resource Mobilization

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

Both internal and external financial audits of the college is done annually. Internal and external financial audits of the college is done by the by DPI, Bikash Bhavan, Govt. of West Bengal.

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

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

0

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

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

Finance Committee (for financial planning and implementation) involves the participation of teaching and non-teaching staff. Every grant to the college is discussed in this committee. Budgets for each college at the beginning of the academic year also form part of the discussions. The Library committee prepares and plans for the book budget with individual departments. The college utilizes the fund under the different heads and for purpose like Salaries, Departmental Budget, Infrastructure, Maintenance, Administrative expenses, Cultural & Cocurricular activities, Admission, Maintenance of ICT facility etc.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

Following the guidelines of the NAAC, our college has constituted the I.Q.A.C in the year 2014 and re-constituted I.Q.A.C as approved by the college committee on 24.02.2020. Since quality enhancement and sustenance is a continuous process the I.Q.A.C of the college will work toward academic excellence in the post accreditation period. The primary aim of I.Q.A.C is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative programme of the institution. When new programmes to enable quality enhancement are offered during the course of the year, these are availed of for the benefit of the staff and students. The IQAC evaluates such activities during their meetings. IQAC also holds meetings twice a year and discusses the different agendas and issues related with the development of the college.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
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.

Institutions often establish Internal Quality Assurance Cells (IQACs) or similar mechanisms to institutionalize quality assurance strategies. Here's a typical process adopted by institutions for quality assurance through IQAC or a similar mechanism. The institution establishes an IQAC, typically

comprising faculty members, administrators, and sometimes external stakeholders with expertise in quality assurance. The IQAC formulates policies and procedures related to quality assurance, aligned with the institution's mission, vision, and goals. These policies cover various aspects such as curriculum development, teaching-learning processes, assessment methods, research activities, infrastructure, and student support services.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

4

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://www.srbtcdarjeeling.com/iqac.php
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

1) The teaching faculties are allowed for their incremental improvements to pursue various necessary workshops, orientation programmes, faculty development programmes, participating national and international seminars. 2) The teaching faculties are encouraged further higher studies like Ph.D., M.Phil, etc. 3) The faculty members of the institution are encouraged to published their articles, research papers, book chapters etc

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of

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

Use of LED bulb / power efficiency equipments. The college management has provided following facilities in consenting the energy and power efficient equipment. Master switches for each room to shut down power of entire room when not in use. Monitors are replaced with LCD/LED monitors. The fitting with higher rating wattage are replaced with LED fitting with lower wattage with the same luminous level in street lights and other possible areas of campus. Energy star certified products installed in the campus are wifi in college as well as in the hostel, heater in cold rooms, CCTV cameras, computers, telephones, and others.

File Description	Documents
Institution's energy policy document	No File Uploaded
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.

SRBTC has goal for a sustainable and holistic waste management in reducing its environmental footprint and producing a safe and healthy work environment for teaching and non teaching employees, students and visitors. The institution has duty to insure that all the campus wastes are disposed of responsibility by using proper waste segregation mechanism at the source if possible, converting into value added environment friendly product. The purpose of the policy is to facilitate implementation of the action placed brought out in 'National environment policy 2006' on management aspects of hazardous waste including their minimization , environmentally sound management and active promotion of transfer and use of cleaner technologies

The institution will adapt the principle of the best practicable environmental option in the delivery of its waste management services. The institution will apply a waste hierarchical approach; to reduce, reuse, recover and recycle waste products in preference to the disposal of waste to landfill the institute recognizes the importance of meeting this legal requirement and to manage its waste its responsibility, reduce the volume of waste

sent to landfill and minimize reuse and recycling where possible. It requires the teaching and non-teaching staff, students, guests and anyone also making use of premises to comply with this policy. Any solid waste generated in the campus shall be managed and handled in accordance with the compliance criteria and the procedure laid down in Darjeeling municipal corporation (DMC).

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

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

One of the above

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

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

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
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 institution prioritizes cleanliness, sanitation, and a healthy environment through various initiatives. Regular clean-up drives ensure that the premises remain litter-free, while waste segregation systems efficiently manage disposal. Sanitation facilities are well-maintained and equipped with hygiene essentials. To promote a green cover, the institution actively participates in tree planting campaigns, creating lush green spaces on campus. Additionally, it adopts eco-friendly practices like rainwater harvesting and recycling to reduce its environmental footprint. Pollution control measures include strict adherence to emission norms for vehicles and machinery, as well as promoting sustainable transportation options like cycling and carpooling. These efforts collectively create a pollution-free, healthy environment conducive to learning and well-being within the institution.

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

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

One 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	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution strategically utilizes its surroundings and community engagement to foster development. Through initiatives like sourcing materials locally, it supports the economy while reducing environmental impact. By tapping into local expertise and knowledge, it ensures projects are culturally relevant and sustainable. Community practices are integrated into programs, fostering ownership and participation. Challenges are addressed collaboratively, leveraging community networks and resources. For example, the institution might partner with local businesses for skill-building programs or collaborate with community leaders to address social issues. This holistic approach not only empowers the community but also ensures the institution's efforts are

impactful and enduring.

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

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

E. None of the above

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

7.2 - Best Practices

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

1. Value Education through Holistic Development: The college proceeds through regular Value Education trends that are

integrated into the curriculum itself. Where every day early morning the trainees seek blessings offering Pranam, joining hands together individually before the Principal, where in the Head of the Institution touches every one's head and offers Blessings and which also enchants and flourish the Indian Culture world-wide..

2. Life Skills Development: Drama, one act play, Mimes are practiced through the skill development of the trainees towards flourishing the aesthetic, moral, spiritual, social, religious, ethical, democratic, environmental, educational values, and story-telling, Folk songs etc. It has already been included in the B.Ed. curriculum under WBUTTEPA to impart life skills to technologically competent but often spiritually and emotionally impoverished trainees, who despite their academic credentials find it difficult to cope with real life situations. Our classes focus on the need for a commitment to integrity, care, respect, Discipline, decency, reality while teaching soft skills like decision-making, participating in group discussions and communication strategies. It also teaches life skills to cope with gender issues, compatibility in family life and tackling with anger and stress.

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

7.3 - Institutional Distinctiveness

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

The institution has distinguished itself through its commitment to environmental sustainability, aligning with its vision of creating a greener future. It has significantly reduced its carbon footprint and promoted eco-friendly practices by implementing renewable energy sources, waste reduction initiatives, and green building designs. This dedication extends to curriculum development, with a focus on environmental studies, renewable energy technologies, and sustainable development, fostering a culture of innovation and responsibility among students. Recognized for its efforts, the institution serves as a model for others, inspiring broader adoption of sustainable practices. By leading by example, it is making a tangible impact on creating a more sustainable future, both within its campus and beyond,

influencing practices in the wider community and industry. This holistic approach reflects the institution's core values and its commitment to driving positive change for present and future generations.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded