YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution INSTITUTE OF EDUCATION FOR WOMEN, HASTINGS HOUSE (CTE)

- Name of the Head of the institution SRI UJJAL KUMAR MUKHERJEE

- Designation ASSOCIATE PROFESSOR AND OFFICER-IN-CHARGE

- Does the institution function from its own campus? Yes

- Alternate phone No. 03324977034

- Mobile No: 9433294149

- Registered e-mail ID (Principal) iewhastingshouse@gmail.com

- Alternate Email ID spalaug552@gmail.com

- Address 20B, JUDGES COURT ROAD, ALIPORE

- City/Town KOLKATA

- State/UT WEST BENGAL

- Pin Code 700027

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution Women

- Location

  Urban

- Financial Status

  UGC 2f and 12(B)

- Name of the Affiliating University

  THE WEST BENGAL UNIVERSITY OF TEACHERS' TRAINING, EDUCATION PLANNING AND ADMINISTRATION

- Name of the IQAC Co-ordinator/Director

  SAGAR MONDAL

- Phone No.

  03324977034

- Alternate phone No.(IQAC)

- Mobile (IQAC)

  9433643798

- IQAC e-mail address

  sagarmondal271965@gmail.com

- Alternate e-mail address (IQAC)

3.Website address

https://www.iewhastings.in/

- Web-link of the AQAR: (Previous Academic Year)

  https://www.iewhastings.in/pdf/naac/AQAR%202020-21.pdf

4.Whether Academic Calendar prepared during the year?

No

- if yes, whether it is uploaded in the Institutional website Web link:

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.93**	**2012**	**10/03/2012**	**09/03/2017**

6.Date of Establishment of IQAC   **09/09/2011**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**31/05/2022**	**0**

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

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

9.No. of IQAC meetings held during the year   `NIL`

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   `No`

- (Please upload, minutes of meetings and action taken report)   No File Uploaded

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)

`To equip all the faculties with technology – to take online classes, online meeting, online exam (Theory and Practicum). Encourage all the faculties to take participation in online webinar, workshop etc. Engage all the faculties and would be teachers and teacher educators to be more competent with ICT use.`

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
Students, as well as faculties can utilize the COVID-19 Lock down Phase by attending different Webinars, Workshops, Training Programmes on - ICT based education, how to combat with stress in Pandemic situation, how to organize and aware general people to fight against COVID-19 etc.	A number of students, as well as faculty members take part in these Webinars, Workshops, Training Program. In one sense these programs make them enriched, on the other hand, they utilized the Lock down Phase effectively. Moreover, they were very much engaged with those programmes, which also was their Stress-buster.

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	
1.Name of the Institution	**INSTITUTE OF EDUCATION FOR WOMEN, HASTINGS HOUSE (CTE)**
• Name of the Head of the institution	**SRI UJJAL KUMAR MUKHERJEE**
• Designation	**ASSOCIATE PROFESSOR AND OFFICER-IN-CHARGE**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**03324977034**
• Mobile No:	**9433294149**
• Registered e-mail ID (Principal)	**iewhastingshouse@gmail.com**
• Alternate Email ID	**spalaug552@gmail.com**
• Address	**20B, JUDGES COURT ROAD, ALIPORE**
• City/Town	**KOLKATA**
• State/UT	**WEST BENGAL**
• Pin Code	**700027**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Women**
• Location	**Urban**
• Financial Status	**UGC 2f and 12(B)**

• Name of the Affiliating University	**THE WEST BENGAL UNIVERSITY OF TEACHERS' TRAINING, EDUCATION PLANNING AND ADMINISTRATION**
• Name of the IQAC Co-ordinator/Director	**SAGAR MONDAL**
• Phone No.	**03324977034**
• Alternate phone No.(IQAC)	
• Mobile (IQAC)	**9433643798**
• IQAC e-mail address	**sagarmondal271965@gmail.com**
• Alternate e-mail address (IQAC)	
3.Website address	https://www.iewhastings.in/
• Web-link of the AQAR: (Previous Academic Year)	https://www.iewhastings.in/pdf/naac/AQAR%202020-21.pdf
4.Whether Academic Calendar prepared during the year?	**No**
• if yes, whether it is uploaded in the Institutional website Web link:	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.93**	**2012**	**10/03/2012**	**09/03/2017**

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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
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• If yes, mention the amount		

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To equip all the faculties with technology – to take online classes, online meeting, online exam (Theory and Practicum). Encourage all the faculties to take participation in online webinar, workshop etc. Engage all the faculties and would be teachers and teacher educators to be more competent with ICT use.

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13.Whether the AQAR was placed before	No

statutory body?

- 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
2021-2022	10/01/2023

15.Multidisciplinary / interdisciplinary

Being a teacher education institution, we always try to cater the prescribed curriculum in Multidisciplinary as well as Interdisciplinary way.

Teacher/ Teacher Educators are expected to prepare the learning environment in such a way that the learners develop a holistic idea about the Subject, Discipline as well as how those are interconnected with our real life.

In prescribed syllabus the whole learning environment is blended with different subjects, disciplines with values, peace, gender sensitization as well as with inclusive society.

16.Academic bank of credits (ABC):

NA

17.Skill development:

This institution is not a mere learning Institution, rather it prepares future Teachers and Teacher-Educators - who are the 'artist' who 'moulds ' behaviours of the learners. So, Student-Teachers must have some skills - skills to understand learners' psychology, skill of teaching, skill of making low-cost, no cost teaching-learning materials, skill of inculcation of values and peace education, how to respect all citizens (Inclusive Society), skill of making Evaluation Tools and Techniques etc.

Through the prescribed syllabus in B.Ed. (1.1.3/1.1.5/1.1.2/1.1.4 /1.4.10/1.4.6/1.2.8A/1.2.8B/1.2.7A/1.2.7B/1.2.9/1.2.3) and M.Ed. (2.2.1/2.1.3/2.3.4/2.2.5/2.2.4) course, future teachers and

teacher educators are acquianted and prepared with these skills.

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

India is country with multilingual and multicultural society. We always try to find out unity in these diversies.

Every citizen has to respect the culture and language of others as well as to conserve his/her own.

Now we follow 3-language formula- Mother Language- English- Any classical/Modern Language. This formula make every future citizen how to respect other language, how and why some languages get extra weightage, how every language reflects own native heritage and culture.

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

As Teachers' Training Course is a Professional Course, so it always demands OBE. Trainee Teachers, both in B.Ed. and M.Ed. Course get the chances to know about the child psychology, Tools and Techniques of Evaluation, Methodologies of Teaching, Teaching Techniques, Social Issues (Gender, Values, Peace, Cast-Creed, Socio-economic Status, Process of Curriculum Planning, development and transaction etc). These vast and in depth knowledge help them to be a dynamic, versatile and efficient teacher.

20. Distance education/online education:

This institution is an institution of Formal Education. That is why here the Teaching-Learning is never in Distance Mode. Rather a good, prosperous, efficient, dynamic Teacher requires a rigorous practice of teaching-techniques, to know the use of Evaluation techniques, to judge the social-psychological aspects of the learners. These qualities and capabilities can't be done through Distance mode.

Teachers' Training Programme always demands Traditional Mode of Teaching with repetItive orientation of practice of different skills.

But in COVID-19 Pandemic Situation, the institution take contemporary steps, to give student-teachers orientation in 'Online' transaction of Curriculum.

Our student-teachers, as well as the faculties try to their best

to be equipped with ICT based education.

In the academic session 2021-22, the institution used different Online Video Conference Platforms to transact the Syllabus. Students were oriented to deliver their seminars, teaching skills, through Online Mode- to cope up with the new-normal life.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**193**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	[View File](#)

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**32**

File Description	Documents
Data Template	[View File](#)

2.4 Number of outgoing / final year students during the year:	**93**

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year	**95**

File Description	Documents
Data Template	[View File](#)

2.6	**97**
Number of students enrolled during the year	

File Description	Documents
Data Template	[View File]

2.Institution

4.1	**1755718**
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	**16**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**15**
Number of full-time teachers during the year:	

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

5.2	**24**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Institute of Education for Women, Hastings House, Kolkata is governed by the rules and regulations of NCTE and affiliated to The West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTEPA) . The institution put

forward two teacher training courses- B.Ed. and M.Ed. Generally the session of B.Ed. and M.Ed. course starts from 1 st July and continues till 30 th June(except in the time of pandemic caused by Corona Virus all over the world).Before commencement of classes of all semester in B.Ed. and M.Ed. courses almost one week –"Orientation Programme" is conducted on the topic "An Overview of Curriculum" to facilitate students' understanding of curriculum by the respective teachers. Online(for the pandemic period in 2021) and offline (in 2022) meetings are conducted among the faculty members to distribute syllabus. Well constructed e-routine or time table for each semester is provided by the routine committee for the pandemic period in the year 2021 .In this time online teaching through Google meet, Google classroom performed. In the year 2022offline classes taken by the teachers when the pandemic is under control.

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

| 1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni | D. Any 2 of the above |

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	https://www.iewhastings.in/pdf/naac/Program-Outcomes-of-BEd-and-MEd-Course.pdf
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

13

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

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

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

00

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

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

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

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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	

File Description	Documents
Data as per Data Template	No File Uploaded
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

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

00

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.

Institute of Education for Women, Hastings House, Kolkata dedicated to follow standard set of guidelines of NCTE that is known to produce good outcomes. It encompasses educational value system to attain target of perfection to deliver high quality education to our trainees. The institution follows the curriculum of West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTEPA) with an aim to delineate the core areas of education as well as to constitute human resources as far as possible. The issues pertaining to professional ethics, environmental sustainability (Earth Day, Bonomohotsov), community outreach, gender sensitivity, national integration etc. are incorporated in the syllabus through a consecutive programmes throughout the year. These programmes are designed to develop holistic cooperation.The institution has a goal to correlate all co-curricular activities. Throughout the year inter disciplinary wall magazines are prepared and displayed on special observational days along with cultural programmes. Beside this, Library bulletin board is also prepared by our beloved students on that particular day . Usually, we invite resource persons to deliver lecture on that day.

File Description	Documents
List of activities conducted in support of each of the above	**No File Uploaded**
Documentary evidence in support of the claim	[View File]
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

Institute of Education for Women, Hastings House, Kolkata provides ample scope to the students to acquaint with the diversities in school systems comprising educational board like State Board (WBBSE, WBCHSE), Council for the Indian School Certificate Examination (CISCE) encompasses(ICSE and ISC) and Central Board of Secondary Education(CBSE). State Board generally follow the curriculum laid down by the state but the other board follow both Indian and international curriculum. All board have their own pattern of syllabus, teaching methods, learning programs and examination system. Our students collect data on various aspects of curriculum followed by different board i.e. on comprehensiveness of the curriculum , extent of analytical thinking, area of conceptual understanding, range of practical activity. They prepare a report on it. This report helps our students to compare among the mentioned boards on the basis of pros and cons. Beside this, our students conduct survey in different schools and collect data to complete their project and dissertation work which infuse practical knowledge regarding quality education delivered by different educational institutions under different boards.

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

Our Institution is basically dedicated to prepare efficient trained teachers. To fulfill the objectives of our renowned Institution we always give effort to organize diversified educational programs to develop teaching skills of our students which in turn strengthen their teaching qualities to face new challenges of the modern era. As per the curriculum recommended by WBUTTEPA , our would be teachers of B.Ed. course meticulously practice different micro teaching skills in semester-II in front of their peer groups and seniors (M.Ed. student) through an artificial classroom situation i.e. in a simulated mode. Having an in-depth knowledge on theoretical paper accompanied with rigorous practice on micro teaching skills make them equipped to deliver integrated teaching efficiently. In this semester they also prepare and practice learning design which ultimately enhance their teaching skills in semester-III when they are absorbed by practice teaching schools for three months as a part of their internship programme. In semester II and III would be teacher educators of M.Ed. course also raise their professional skills through their internship programme by assisting (preparation TLM, LD, ICT in seminar presentation, etc.) and observing of B.Ed. students. Unquestionably, pedagogical and practical knowledge both forms the foundation of our students.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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	

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

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

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	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

97

2.1.1.1 - Number of students enrolled during the year

97

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	**No File Uploaded**
Approved admission list year-wise/ program-wise	**No File Uploaded**
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

28

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

28

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

4

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

4

File Description	Documents
Data as per Data Template	View File
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.

Effective teaching, learning, and assessment revolve around the quality of interactions between teacher-educators and trainee teachers. Achieving high-quality interactions requires a blend of skills, including expertise in assessment, subject matter, and pedagogy, along with softer skills such as humour, patience, flexibility, and empathy. To accomplish this, we have embraced several innovative approaches, including diagnostic assessments to understand learner needs, personalized learning plans, and the development of tracking tools to monitor progress toward goals. Our teacher training program, designed for B.Ed. and M.Ed. courses, caters to the diverse needs of our students. Right from the admission process, we encourage students to introduce themselves and share their educational and cultural experiences. In the classroom, teacher educators conduct formative tests to familiarize themselves with students 39; diverse thoughts, perceptions, and attitudes towards the teaching profession. We strongly emphasize independent thought and adopt a constructivist approach in our teaching methods. To nurture their diversities and tap into their unique potentialities, we organize various groups and clubs. By prioritizing inclusiveness, we foster a sense of family within our institution. Our college strictly adheres to these guidelines, ensuring a supportive and enriching learning environment for all students.

File Description	Documents
Documentary evidence in support of the claim	View File
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	View File
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

13:193

2.2.4.1 - Number of mentors in the Institution

13

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

2.3 - Teaching- Learning Process

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

The Institution has a vision to prepare competent future teachers and teacher educators with a focus on developing skills and a professional mind set. The prescribed internship program for B.Ed. (Semester-III) and M.Ed. (Semester II and III) aligns with the guidelines of NCTE and employs participative learning and problem-solving methods.

Regarding internal assessment, both B.Ed. and M.Ed. trainees engage in Seminar Presentations, using participative learning and brainstorming techniques. Additionally, for the course 2.2.4,

which involves analysing video clippings on the portrayal of women, the approach is based on Focused Group Discussions. Similarly, for the Group Discussion on 2.1.5 (M.Ed./Semester-I), a participative and brainstorming approach is used.

The Institution made continuous efforts to sustain the teaching-learning process (both online and offline mode). Teachers adapted to online teaching methods, conducting classes through virtual platforms. Trainee teachers also actively participated in online classroom teaching, seminar presentations, and practicum presentations. Offline teaching-learning process started from 3 rd February, 2022.

In summary, the Institution is dedicated to nurturing capable and skilled educators by implementing engaging teaching strategies and overcoming obstacles to ensure a seamless learning experience, even in challenging circumstances.

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

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

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File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

96

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	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

Mentoring is considered as an integral part of Teacher Education programme to change the attitude and beliefs; and improve personal and professional knowledge and skills. It is obvious that newly recruited teachers have to face different challenges in their schools regarding the content, pedagogy, resources and in building up proper relations with fellow students and colleagues. Many

emotional factors which regulate the stress for coping with social relations for healthy professional life are to be addressed. One institution provides the opportunities for each trainee-teacher to develop the proper knowledge and skill and help them to empower themselves to cope with the complicated teaching-learning and other situations. Our B.Ed. and M.Ed. programmes are designed in suitable way to develop the attitude and character of trainee teachers, build up the professional competence and experience, communication skills and interpersonal skills. Our mentees learn effectively to deal with workplace culture, able to accelerate skill development by expanding their professional network and transferring knowledge. They also gain confidence and grow both personally and professionally. Various internship programmes such as school internship, community relation build up programme and other various curricular and co-curricular activities throughout the course enable them as successful future teachers.

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

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

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 Institution implements various initiatives to foster creativity, innovation, and life skills, as well as to enhance intellectual abilities among its students. These efforts are manifested in different ways, such as observing special days, where interdisciplinary Wall Magazines and Library Bulletin Boards are displayed, Special Lectures by eminent individuals are conducted, and Cultural Programs are organized. During the 2021-22 session, the institution faced challenges due to the pandemic. In response to the situation, both B.Ed. and M.Ed. trainees adapted their Teaching-Learning process to an online mode during their Internship Program. M.Ed. trainees had the opportunity to conduct their Internship with B.Ed. trainees in schools with proper maintenance of COVID-19 Protocol. They prepared the necessary Teaching-Learning Materials (TLM), updated their skills to facilitate Online Teaching, and learned how to use screen sharing effectively. Through these endeavours, the Institution demonstrated its commitment to providing a nurturing learning environment and equipping its students with the necessary skills and knowledge, even in challenging circumstances.

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

2.4 - Competency and Skill Development

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	**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	**Six/Seven of the above**

File Description	Documents
Data as per Data Template	View File
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**

2.4.3 - Competency of effective communication is developed in students	**Two of the above**

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

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive

All of the above

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	View File
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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	Two of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	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 Preparation of term paper Identifying and using the different sources for study	All of the above

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

Internship programs are organized at Institute of Education for Women, Hastings House. Teacher mentoring is provided to ensure effective internships for student teachers. The student teachers (B.Ed.) engage in micro-teaching and simulated teaching and M.Ed. student teachers demonstrate and observe this. For B.Ed. student teachers, School Observation Program takes place during the second semester, where student teachers engage on projects related to different school curricula. Practice teaching is conducted by the B.Ed. student teacher during third semester. For M.Ed. student-teachers, they assist B.Ed. student in preparation of TLM, lesson plan and observe classroom teaching. M.Ed. students observe and assess the performance of B.Ed. trainee teachers during their school internships. Schools for internships are selected primarily from Bengali medium schools affiliated with WBBSE, with the inclusion of Hindi, Urdu and English medium schools affiliated with WBBSE/CBSE/ICSE to cater to diverse linguistic backgrounds. Orientation programs familiarize students, principals, and teachers with internships, rules, and pedagogy. Institution teachers mentor interns and visit schools and monitor performance and communicate with headmasters/mistress. Assessment includes peer observation, feedback, and external evaluation. Students experience diverse school setups.

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

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

2.4.9.1 - Number of final year students during the academic year

93

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	**One/Two of the above**

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

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

Institute of Education for Women prioritizes the performance of students during internship program of trainee-teachers to ensure the development of various skills. Our dedicated teacher-educators conduct regular visits to the schools where they engage in practice teaching. Adopting a rotational basis, each teacher-

educator visits all the selected practice teaching schools to maintain administrative synchronization. Furthermore, our M.Ed. trainees visit the practice teaching schools to observe B.Ed. student teachers and facilitating an additional layer of monitoring. Teacher-educators make documentation regarding their observations in observation sheet, serving as a valuable testimony for the monitoring process. The cooperation of headmasters/mistress and teachers from the practice teaching schools further strengthens the system and help them when required. They provide feedback and put suggestions while monitoring the trainee teachers'classes. Throughout the internship period, trainee-teachers are assessed by the teachers of the institution as well as the teachers of the respective practice teaching schools, encompassing tasks such as creating class routines, conducting formative tests, and managing administrative responsibilities. Collecting feedback from stakeholders enhances the overall quality of our trainee-teachers and knows their status. This collaborative approach ensures the internship program fosters a positive environment for trainee-teachers and in this way the performance of students during internship is assessed.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	No File Uploaded

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

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

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

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

15

File Description	Documents
Data as per Data Template	No File Uploaded
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

6

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

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

34

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

34

File Description	Documents
Copy of the appointment letters of the fulltime teachers	**No File Uploaded**
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 exhibit a proactive approach to stay updated professionally through various means. Firstly, they engage in in-house discussions with their colleagues, actively sharing insights and experiences related to current developments and issues in the field of education. These discussions create a platform for brainstorming, exchanging best practices, and staying informed about the latest teaching methodologies and trends. Secondly, teachers consistently share information with their colleagues within their institution and also with educators from other institutions. This exchange of knowledge extends to policies, regulations, and advancements in the education sector. By networking and collaborating with peers, teachers access diverse perspectives and valuable resources that aid in their professional growth.

Such efforts by teachers to remain informed and updated not only enhance their own teaching abilities but also contribute to a collaborative and progressive learning environment within the educational community. This commitment to continuous learning ultimately benefits students and helps educators adapt effectively

to the ever-evolving landscape of education.

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 Institution places significant emphasis on Continuous Internal Evaluation (CIE) throughout the academic year, encompassing both academic and co-curricular activities. In line with University and NCTE guidelines, the internal evaluation process for both B.Ed. and M.Ed. courses includes various components.

The assessment covers seminar presentations, submission, and presentation of practicum reports, seminar presentations of dissertations, micro-teaching in simulated environments, and evaluations during school internships. All these aspects are meticulously conducted to ensure adherence to the prescribed rules and regulations.

By implementing a comprehensive and well-structured internal evaluation system, the Institution aims to monitor students'progress effectively and provide them with valuable feedback to enhance their learning experiences. This approach contributes to the overall beautification of the teaching-learning process, promoting a culture of continuous improvement and academic excellence.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment	**Three of the above**

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	**No File Uploaded**
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	View File

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

NA

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
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.

During the COVID-19 pandemic, the Institution faced challenges in creating a comprehensive academic calendar for internal evaluations in B.Ed. and M.Ed. However, despite the uncertain circumstances, internal evaluations were conducted regularly following the University's guidelines (BSAEU). The admission procedure, teaching-learning system, and all activities were adapted based on the prevailing situation. Due to the dynamic nature of the times, an academic calendar could not be formulated, but the institution ensured that evaluations and other essential processes were carried out timely and appropriately.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
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.

PLO: B.Ed. and M.Ed. Programme is two-year full-time professional programme in education. It aims at preparing school teacher and teacher educator respectively and other professional in education, including curriculum developers, educational policy analysts, educational planners and administrators, school principals, supervisors and researchers in the field of education. After the completion of the programmes, Trainee Teachers will be able to - ? Know about the child psychology ? Identify the individual needs of the different students ? Apply their knowledge across the curriculum ? Analyse the role of teacher in an inclusive set-up ? Evaluate statistically their students as per requirement ? Create innovative teaching-learning situation CLO: To get CLOs - Emphasis is on 'Language'[1.1.4 and EPC 1, 2.1.5] in Semester-I ,satisfying Language is the basic tool of Curriculum. Concept about Curriculum [1.2.8A, and 1.2.8B; 2.2.5, 2.3.1(c)],Knowledge about inclusive society, [1.4.10 ; 2.2.4], social changes [2.2.1] and social basis of Education[2.2.2], History of Education[1.1.2; 2.1.2], Psychology of Education [1.1.1; 2.1.3], Teaching Learning Strategies [1.2.3, 1.2.7A, 1,2.7B;2.2.6], Classroom Manamgement [1.2.9, 2.4.3c] , Tools and Techniques of Evaluation [1.2.9, 2.2.3], Research Methodology [2.3.2], Use of ICT[EPC-3 ;2.3.4] Moreover Dissertation EPC2, EPC-4, Yoga Education, Practicum and Seminar presentation make them so comprehensive. Institution maintains a thorough and careful transaction mode of said courses (CLO) to meet up the PLO. Programme outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students. Link for relevant documents: Link for the PO, https://www.iewhastings.in/pdf/naac/Program-Outcomes-of-BEd-and-MEd-Course.pdf

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	[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 students'progressive performance and their alignment with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is crucial for an effective educational system. Regular formative assessments provide continuous feedback, helping identify areas for improvement and offering tailored support. Summative assessments evaluate overall achievement against the desired outcomes, ensuring curriculum effectiveness. Individual student progress is closely monitored to provide personalized learning experiences. High-performing students receive additional challenges, while struggling students get extra support. Data from monitoring enables data-driven decisions, enhancing pedagogy and refining the curriculum. This cyclical process ensures students receive a quality education, excelling academically, and developing essential professional and personal attributes. By fostering continuous improvement, educational institutions empower students to thrive in their future careers and personal lives.

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

2.7.4 - Performance of outgoing students in internal assessment

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

185

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 vital in reflecting how well students' initially identified learning needs are catered to. When aligned with specific objectives, they provide insights into the effectiveness of teaching and learning. For instance, if a student struggles with reading comprehension, tailored tasks assess their progress. Improved performance indicates successful addressing of the learning need.

Similarly, if a student faces challenges in mathematics, tasks focus on those areas, and progress shows effective support. Conversely, consistent poor performance signals the need for adjustments in teaching strategies or additional aid.

In summary, assessment tasks and performance act as feedback, helping educators gauge instructional success and ensure

identified learning needs are adequately met. By using assessments
to target specific areas of improvement, educators can better
cater to individual studentsrequirements, fostering a more
inclusive and effective learning environment.

Our institution takes necessary measures to cater the learning
needs of the trainee teachers as per their requirements by
following continuous comprehensive evaluation through out the
course.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

NIL

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

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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)

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

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

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

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

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

3.2 - Research Publications

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

00

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

00

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

00

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

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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

00

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

00

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.

In Teachers' Training college Outreach Activity in hence holistic development of the trainees.

But since March' 2020 to March' 2022 due to Pandemic period no such community Outreach programme was conducted by the Institution.

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

00

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

00

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

00

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

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

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

File Description	Documents
Data as per Data Template	View File
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

There are sufficient classrooms, laboratories and other related facilities in the college. The quality of teaching learning process has been maintained utilizing those teaching learning facilities. Appropriate policies and procedures have been adopted by the college so that the existing facilities can be maximally utilized.In addition to Physics, Chemistry and Biology laboratories there are Language, Mathematics, Geography and Music

laboratories. The students have easy access to utilize those laboratories as part of their teaching learning process. There are sitting arrangements, white and green boards in the laboratory, which are used for classroom transaction of subject content within the laboratory.Library of the college supports the academic needs of the students as well as the faculties. There are project works, research activities associated with B. Ed. and M. Ed. syllabi. There are reference books, journals, periodicals, CDs, e journals, project reports, several meeting proceedings, and so on are kept in the library.There is a gymnasium associated to this college with up to date equipment's. The students, faculty and staff members have open access to this gymnasium. A big playground is an asset for this college which enables the students, faculty and administrative staff to enjoy the free hand exercise.

File Description	Documents
List of physical facilities available for teaching learning	**No File Uploaded**
Geo-tagged photographs	<u>View File</u>
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

6

File Description	Documents
Data as per Data Template	**No File Uploaded**
Geo-tagged photographs	<u>View File</u>
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)

260697

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.

Library Automation is a structured way to bring more opportunities and brighter prospects in the age of ICT- enabled Library Services. To provide better services and access to information to the users of the institution, with all freedom, ILMS, KOHA, installed in 2016 under RUSA grant is presently working with customization of Library's day to day work under KOHA software version of 18.11 on UBUNTU LINUX Server, for better Library management and services in the Library of the Institute.

KOHA is a fully featured Open Source Integrated Library Management Software System with complete web based OPAC and a comprehensive functionality with advanced option on different modules for unlimited users and unlimited collections.

It has searching capabilities, data entry and editing on all modules. Bibliographic items file and maintenance, Authority control, Circulation (inventory, check-in and check-out, renewal, management report, notice production, holds, recalls, patron file). Report writer, Acquisition, Serials etc.

Available for both Unices and Windows platform, it is fully web-centric in architecture, supports Unicode for processing multi-script Bibliographic records. Support to seperate interfaces-one for Librarian and another for end-users. Supports ISO-2709, EDIFACT, z39.50 standard. It is in MARC21 and UNIMARC Bibliographic format, supports different Bibliographic framework for different library materials.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	192.168.1.23.8001
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

This institute has no remote acess to library resources for stduents and teachers.

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	**Two of the above**

File Description	Documents
Data as per Data template	View File
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)

200000

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

121

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

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

as gifts to College

File Description	Documents
Data as per Data Template	View File
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

There is no updation for ICT as well as Wi-Fi.

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

193: 10

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 theacademic 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) 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)

1496831

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

Stocks of library, laboratory (music, physical science etc.) are maintained by stock book in every year.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	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 aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	**Five/Six of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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	**E. None of the above**

File Description	Documents
Data as per Data Template for the applicable options	**No File Uploaded**
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	<u>View File</u>

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
19	92

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

1

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	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)

25

File Description	Documents
Data as per Data Template	View File
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

Students' Council formation in this institution has a vision to acquint Trainee Teachers with different activities of Institution - especially on co-academic activities. But it is to be noted that Institution always blends Co-academic Activities with Academic Activities. As for example, observation of any special day comprises with cultural programme, seminar presentation by any renowned person, display of wall-magazine (inter disciplinary) and showcasing of Library Board -thrust area of the all is that very special day.

During the academic session 2021-22, globally we have faced the pandemic situation . That is why institution was unable to arrange such programmes. Although Institution arranged some Online Programmes (eg. Observation of Birthday of Tagore, Observation of Teacher's Day, Observation of Independence Day, Observation of Interntional Mother Language Day) - but only the cultural programmes were arranged with a mesage of New Normal Life/Pandemic Awareness.

Link: https://www.iewhastings.in/iewhastingshome.php

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	<u>View File</u>
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

1

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

NA

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

00

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

Every year, on Education Week Alumni Association organise Students' Reunion and Cultural Programme - which motivate the present trainee teachers to be a future part of this Association.

Alumni Association arranged to reward topper of B.Ed. and M.Ed. Course, as well as Assette of the year. But during 2021-22, no Education Week could be organised due to Pandemic situation. That is why all the rewards will be given on next Education Week.

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: I.E.W Hastings House will build on its tradition of inclusiveness and excellence. The college envisions a just society in which women play anequal role, and live a life of freedom and empowerment. To meet the changing needs of society, its strives to work towards a community that is sensitive towards the problems of the backward and the disadvantaged. I.E.W Hastings House shall provide leadership in the field of teacher education through integration of teaching and learning, scholarship, research and outreach.

Mission: The college dedicates itself towards preparation of competent women professionals for Schools and Teacher Education Colleges to teach to high national standards and to a value based education to inculcate a sense of social responsibility and citizenship skills. It endeavours to provide trainees with interdisciplinary knowledge, problem solving skills and confidence required to excel in their profession and develop a consciousness of our cultural and national heritage as well as an understanding of international perspectives.

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

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

The institute decentralises all academic and administrative duties in adherence to its vision and mission. There are many committees and clubs in the college. The faculties and staffs are assigned charge of different committees at the very beginning of the session. The cultural club organize cultural programmes. Nature and beautification club promotes the eco-friendly campus, and plantation in the campus etc. 'Magazine club' is mainly responsible to inculcate creative writing skill. 'Pragna' in each session. In this magazine student-teachers and faculties take initiative to write. "A healthy body leads to healthy mind" – keeping this vision in the mind Institution has set up a 'Sports Club' – the club organises and conducts two day annual sports. Institution also assigned some students to run 'Library Club', under the proper guidance of Mentor to maintain library bulletin board on special day observation. Debate-Seminar Club organises Seminar, Inter-college debate, Intra-college debate on different occasions. Actually, different observation days are blended with cultural programmes, display of interdisciplinary wall-magazine and library bulletin board, seminar lecture by resource person with a hearty felicitation of the resource person with a touch of refreshment.

Due to COVID-19 pandemic situation, convenors and committee members ofhas been restored.

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.

The institution does not have any Internal Audit.

The institution being a government body comes under the sole perview of A.G Audit.

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

NA

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.

The appointment is done by PSC along with WBES (West Bengal Education Service).

Service Rules and procedures are as per WBSR (West Bengal Service Rule).

Administrative set up is also directed and instructed by Department of Higher Education, Govt. of West Bengal.

Only the Internal Academic and Administrative set up of the institution, for smooth running of the institution is decentralised through different committees and clubs - mentored by faculties.

Being a Teachers' Education Institution we always try to train future teachers and/teacher educators to acquinted them with these- they act as the secretaries and Assistant Secretaries of different clubs (like- Cultural Club, Debate Seminar Club,

Magazine Club, Hospitality Club, Library Club, Art and Decoration Club, Nature and Beautification Club, Sports Club etc.).

Faculty Members act as mentors, they take the decisions in said field after discussion with Secretaries, Assistant Secretaries and all the members and after a successful discussion in Teachers' Council - every actions and ocassions are executed with a joint effort of student-teachers and Teacher Educators as well as Non-Teaching Staff.

File Description	Documents
Link to organogram on the institutional website	http://wbdmd.gov.in/writereaddata/NW791176.pdf
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	**One/Two 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.

Institutional Academic and Administrative activities are shared within all faculties – as different 'Committees' and 'Club-mentors'.

**All decisions on said activities are discussed in Teachers'
Council Meeting – conducted by Teachers' Council Secretary and in
the presence of Head of the institution (at present Officer-in-
Charge).**

**When resolutions are accepted unanimously, it is recorded and the
necessary steps will take accordingly.**

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

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

NA

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

00

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

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

00

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

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

01

File Description	Documents
Data as per Data Template	**No File Uploaded**
Copy of Course completion certificates	**No File Uploaded**
Any other relevant information	[View File](#)

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

Institution has no own Performance Appraisal System for Teaching and Non-Teaching Staff.

But as a Government Institution all Teaching Staff submit their SAR to Accepting Officer (Principal Secretary- Department of Higher Education) through Reviewing Officer (Directorate of Public Instruction) and Reporting Officer (Principal/ Officer-in-Charge).

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	**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

The institution does not have any Internal Audit.

The institution being a government body comes under the sole perview of A.G Audit.

The last A.G Audit was conducted on 30/06/2016 covering a period of 1/9/2012 to 31/05/2016.

The audit query raised by the A.G Audit as mostly settled during

the pendency of the Audit and the remaining queries was replied and sent to them for their perusal.

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

00

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.

NA

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

NA

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	No File Uploaded

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

NA

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

00

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	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	View File
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

NA

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

08-09-2023 11:55:20

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.

NA

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

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

NA

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	[View File](#)
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	**None of the above**

water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

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	**No File Uploaded**

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

Institution envisions a just society in which women play an equal role and live a life of freedom and empowerment. As a teacher-training institution, the institution endeavours to provide trainees interdisciplinary knowledge, problem-solving skills as well as values, ethics and aesthetic sense. Institution also practice its curricular and co-curricular activities to develop democratic spirit, leadership abilities, conservation of cultural heritage as well as environmental awareness.

During this academic session, student-teachers were so unfortunate to experience those - but as a premium teachers' training institution teaching-learning programme was never stopped, rather practice of teaching skills, classroom teaching (Peer Group - as schools were close due to lockdown) was done on virtual mode and M.Ed. trainees as well as Teacher Educators monitored those classes. M.Ed. trainees assisted B.Ed. trainees how to prepare TLM with waste or bio-degradable materials.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.6 - Institution is committed to encourage green practices that include Encouraging use	**One of the above**

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

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)

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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

NA

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

Generally, the Institution practices the following activities:

1. Plantation of trees and conservation of existing greeneries.

2. Blending of all cultural activities with academic activities which include the sense of peace, values and conservation of culture and heritage.

3. Preparation of Teaching Learning Material using three R's R-Recycle, Reuse and Reduce strategy for inclusive set up.

Due to COVID-19 Pandemic situation, Institution has given special emphasize there on no. 3.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

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

Institutional vision is to prepare competent, effective, women professional (Teachers and Teacher Educators) with interdisciplinary knowledge, problem solving skills to conserve our culture and national heritage as well as an understanding of international perspectives.

Institution gives constant effort to develop democratic spirit of student teachers through blending of different curricular and co-curricular activities. This mission helps our student-teachers to be competent in a comprehensive way. As a result of learning outcomes they develop their leadership quality, decision making power, communication skills, capability to organize different co-curricular activities with curricular activities to conserve and cater our national heritage and culture.

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	[View File](#)