



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BETA COLLEGE OF EDUCATION

BETA MORE (GHOLSARA), SINHET, DADPUR, HOOGHLY, PIN-712305

712305

www.betacedu.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Beta College of Education was established in 2017 under "Beta Educational and Socio-welfare Trust". This institution was offering B.Ed under University of Burdwan and presently it is offering the same course under *Baba Saheb Ambedkar Education University* (Erstwhile The West Bengal University of Teachers' Training, Education Planning and Administration).

This college have the locational advantage. It is located in Beta More (Gholsara), Sinhet, Dadpur, Hooghly, West Bengal, 712305, which is in Chinsurah-Tarakeswar Road, connecting two highways, Delhi Road and Durgapur Express way. Being located in the rural area it helps the society to be a part of the higher education system actively. Through this college different social outreach activity is done to spread social and scientific message to all rural people. Due to the locational advantage, many different Govt. programs and awareness camps are also organised in the Campus of Beta College of Education.

The college has different well equipped Laboratory for each subject. Library is the key point of the institution. The library is equipped with several different kind of books and modern policies with fully automated system by the help of KOHA software. Regarding safety of the institution, the college has fire safety system, CCTV surveillance, Biometric system, modern washroom for Girls and Boys, Canteen, Hostels for needy students. The college is also modernizing itself in terms of alternate source of energy and re-use of energy materials like Solar panel, rain water harvesting, composting pit etc.

Apart from the regular classes, the students are motivated for taking part in different co-curricular and extra curricular activities which help them to be a successful teacher in future.

Vision

To emerge as a center of excellence in teacher education by providing best learning platform to produce the best teachers for upcoming needs of the society.

Mission

- To provide effective teaching environment which promotes a joyful learning situation for the pupils to enhance their competence and knowledge construction abilities.
- To provide support for learning which are well suited to pupils' individual abilities and needs.
- To provide accommodation, resources and facilities which are appropriate to an excellent modern education.
- To prepare dedicated teachers for improvement of the school education system in imparting quality education.
- To assist teachers in understanding principles, techniques, methods, process of teaching and learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institution has sufficient and efficient faculty members.
2. The institution provides an ample collection of Books/ Policy in Library which can be accessed through online using KOHA software.
3. Despite a rural region the institution has students from diverse area, which help the students to handle different kind of students.
4. Apart from the regular classes, the institution is more engrossed in social outreach activities, seminar, workshop, webinar, conference etc.
5. Effective mentor-mentee system is there.
6. Hostel accommodation is there for male and female separately on request basis which is free of cost.
7. Staff accommodation is also available in free of cost on request basis.
8. 24 x 7 internet facility.
9. 24 x 7 first aid and medical facility available.
10. Library is linked with international library like "American Library, Kolkata".

Institutional Weakness

1. Need more infrastructure specially for differentially abled person.
2. Need more automated bathroom/ toiled (Sensor based system).
3. Need more faculty member with Ph.D.
4. Lack of funded research and extramural funding.
5. Difficulty to connect alumni for real life data.

Institutional Opportunity

1. Ragging free campus.
2. Proper mechanism for Grievance Redressal.
3. Opportunity for mental health wellbeing through Counselling Center.
4. Practical experience like social work, extra curricular activity and skill development.

Institutional Challenge

1. To engrossed more modern state of the art infrastructure.
2. To introduce Value-added-Course for interdisciplinary approach to students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This criterion is mostly dealing with institutional process and planning to enhance the curriculum and to

provide students the idea of extra course (value added course and certificate course). Through this criteria the whole academic process is implicated through the preparation of Academic Calendar, different committees where students will take an active role, feedback of all stakeholders etc.

Curriculum planning is based on the curricular experiences which involved students at the cognitive, emotional behavioural level. The feedback from all stakeholders (Students, Faculty members, staff, Alumni, Trainee schools) are collected periodically and their from action taken report is being made. Though there are different planning for value added courses and certificate courses, but till now it is awaited for the approval for the concerned university.

The planning for an academic year begins at the end of the prior Academic year. Apart from that the institution clearly stated and communicated its' vision, mission core values. The institution follows the syllabus prescribed by Baba Saheb Ambedkar Education University (Erstwhile The West Bengal University of Teachers' Training, Education Planning and Administration). Hence, as the proper syllabus revision and modification is not in the hand of the organization directly, the institute constantly tried to added value and quality in the existing course in terms of Modern Teaching (ICT based, Self Study etc), by organizing more and more seminar, webinar, workshop, conference and by celebrating different cultural, regional programs and most importantly by Social Outreach program by its continuous awareness.

Teaching-learning and Evaluation

Teaching-learning and Evaluation is the most important criteria for any Teacher Training institution. This criteria dealt with student admission along with reservation policy followed by all kind of teaching learning pedagogy and its application. Orientation Program was organised after the admission of new students and the institution caters to different students via Academic Counselling/mentoring, self study, Library discussions, emphasizing using of ICT tools, collaborative tasks and multilingual interactions. All faculty members used different methodologies for teaching including Group Discussions, Quiz, debate, elocation, micro teaching, problem solving methodologies, brainstorming along with the help of ICT while teaching. The students are also directed to use ICT tools for better understanding and visualization of each subject in practice teaching, internship, field work etc. Mentoring is an important aspect of student life. Each candidate is provided one mentor for one point solution for different problems. Each future trainee teacher is trained to gain skills in communication skills, ICT skills, lesson planning, visualization for different aspects of students, participating in and out of the class activity along with classroom activities. The main aspect of B.Ed. is internship course which will make the students classroom friendly and give them a taste for becoming future teacher. The students learned to use Library properly and to read different kinds of books on their regular topics along with new policy and regulations also. This criteria includes the internal evaluation process of a student. The process is transparent in the institution and the internal evaluation marks are provided based on the response of each students provided to the institution with respect to the internal evaluation. The final section deals with the students performance in university examination and the achievement of them in terms of Learning Outcome. The institution has the clear policy for the examination and for achieving the Learning outcomes. Through this criteria the educational qualification of each teachers along with their experience is also show cased.

Infrastructure and Learning Resources

This metric is consisted of Physical facilities and Library facilities.

The college authority provides adequate physical facilities which are suitable as,

Big Class Rooms/ Halls are provided which are well aerated and lighted and remains neat and clean. Conventionally Chairs, Tables, Benches, Black-boards, electric fans and lights are arranged in all class rooms. Somewhere Air-conditioned Machines are installed like in Server Rooms, etc. Apart from all class room,

Laboratories of different disciplines like Physical Science including, Physics, Chemistry and Mathematics; Biological Science, Geography, Psychology, Performing Arts, with vocal and musical instruments; Craft and Fine Arts, Indoor Games, etc. are available under, the guidance of competent teachers and Technicians. Art Gallery is exhibited for Local to Vocal, to Global expressions. Also, ICT based laboratories are available.

Apart from Academic facilities, the institution also has Sports facilities with volleyball, cricket, football, badminton ground.

A standard Library with open access system and partly automated one is available for students and staff. Data bases as per bilingual “KOHA” software is done but it is a continuous process for new arrival of books. The National Digital Library, Book Bank, Journals of National and International levels are also available. However, e-journal, e-books ; shodhganga etc. are facilitated to the library.

Student Support and Progression

This criterion contains student support and progression for the institution. In this criterion capacity building and skill enhancement in academic and organizational aspects for developing the students need for seminar paper. Different support facilities of the institutions are also described in this criterion such as parking, common room, first aid, transportation, Book bank, safe drinking water, hostel, canteen and separate toilets for boys and girls. The grievance redressal procedure for students is also placed in proper way in the institutional website and corresponding to any grievance, the redressal procedure is completed in stipulated time. The institutional support towards all students for student welfare, insurance is also described. Student progression is an important aspect of any higher educational institutions. In this case, we are also not exceptional. In this criterion, the details of the students corresponding to placements, Higher Education and qualifying National, State level examinations are listed. The role of student’s council is also described in this case. The main aspect of any institution apart from study is cultural and sports events. The institution organizes different cultural and sports event in each year. The alumni Association for the organization is registered and regular alumni interaction and alumni talks are in place. Overall through this criterion, the students progression as current students, alumni are considered and student support in terms of scholarship, financial help, placement is clearly mentioned.

Governance, Leadership and Management

The Governance system at Beta College of Education and its processes are implemented with utmost transparently. It is integrated with vision and mission of the institute and as well as the university. The decision making for any Governance related matter is decentralized through all proper committees with a participatory

structure.

The Governing body of the institution is the highest executive body, which is the main functioning authority within the prescribed framework of university regulations. The Internal Quality Assurance Cell maintains the quality initiative with proper consideration of all opinion from different stakeholders like alumni, student, local society representative, faculty members etc. The Finance committee also plays the vital role for running the institution effectively and to ensure the proper transaction of all. The Staff Council Committee is also very important for taking day to day decision regarding academic progress and student centric methods. Apart from these main committees, Library committee, Tour Committee, sports committee, Grievance redressal committee and many more are there with the proper participation of all stakeholders which help the institute to grow in the proper direction.

Through these committees, the institute try to follow the strategic plan by achieving perfection in all aspects. The committees have regular meetings and follow ups for all implementation of strategic plans. The e-governance is also properly implemented in different aspect of the operational things like administration, finance, student admission and support etc. The regular meeting of Internal Quality Assurance Cell is also taking place in regular interval to enhance the different possibility for quality initiatives. Through these the institution keeps track of the incremental improvements achieved in different academic and administrative domain of its functioning.

Institutional Values and Best Practices

In this criterion, the institutional values and best practices are required. The institution is bound to maintain Green initiatives through implementation of alternate source of energy, paper saving, Rain water harvesting, composting pit, LED usage, plastic free mission. Water usage is minimized by the awareness to all faculty, staff and students. The institute has the prescribed policy for energy conservations and usage of alternate source of energy.

We were aware that making the best use of available resources like Tube-well for water, electricity, generator, etc. we had to have a green pollution free ambient campus. Gradually we have taken steps to stop misuse of water, electricity, papers and other non-renewable resources of energy. We use now-a- days the LED lamps and tube lights, automatic generator to minimise the consumption and solar panels for alternate source of energy. Very soon we have taken steps for waste management and cleanliness of indoor and outdoor sites of the campus. Separate litter bins are placed for biodegradable, re-cycled materials and non-degradable materials to collect the same by awareness. Excess biodegradable materials are used in making vermicompost. Vermicompost is used in garden plants for manuring. A separate waste management policy is there.

Excess waters and rain-waters are harvested in tanks/ ponds in proper way under the guidelines of Public Health Engineering. Apart from this green audit, energy audit is performed regularly.

The institution properly implemented Code of Ethics for staff, faculty members, students and conducts periodic meeting for the same. It was also circulated to new joined students through the orientation program each year.

Research and Outreach Activities

This criterion defined for the Research and Outreach activity. The institution has not progressed at per the expectation in the field of research. The institution does not have any extramural fund and research fund or project though it has well established institutional research policy for the same. Few faculty members are pursuing Ph.D. All faculty members are getting leave and financial assistance for attending any conference/workshop, seminar etc and granted leave for the same. In the institution different kinds of seminar, webinar, workshops, conference is organized to promote and enhance research. Internal research circle, seminar is organised from in house faculty members periodically. One of the main objectives of the institution is to do social outreach which are beneficial for the society. The college is performing all social outreach program on different issue which are relevant to the society. Different Schools are also involved in different Outreach program along with the students of the institution. Almost all the students are included in the Social Outreach Program.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BETA COLLEGE OF EDUCATION
Address	Beta More (Gholsara), Sinhet, Dadpur, Hooghly, pin-712305
City	Hooghly
State	West Bengal
Pin	712305
Website	www.betacedu.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pabitra Kumar Hazra	03213-9836605455	6294587018	-	info@betacedu.com
IQAC / CIQA coordinator	Abhishek Bhattacharyya	03213-6295504971	7029728178	-	bhattacharyyaabhishek200@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	The West Bengal University of Teachers' Training, Education Planning and Administration	View Document
West Bengal	University of Burdwan	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	30-04-2017	12	NIL

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Beta More (Gholsara), Sinhet, Dadpur, Hooghly, pin-712305	Rural	1.56	3808

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Bed,	24	Graduate	English + Bengali	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				15			
Recruited	0	0	0	0	0	0	0	0	11	3	0	14
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	6	0	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	3	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	19	10	0	0	29
	Female	46	25	0	0	71
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	4	6	2
	Female	7	4	15	9
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	2	3	0	0
	Others	0	0	0	0
OBC	Male	6	3	5	2
	Female	9	16	10	8
	Others	0	0	0	0
General	Male	4	1	3	7
	Female	22	19	10	21
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is preparing its multidisciplinary approach to develop the all round activity of the students. As the college is under State Govt. University, hence implementation of NEP will be
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	depending on the University. The college will apply to the parent university seeking the permission for different courses (certificate and value added) which might be helpful for students to get an interdisciplinary approach.
2. Academic bank of credits (ABC):	The institution's Academic bank of Credit (ABC) will be depending on the implementation of the affiliating University and the State Govt. For maintaining the ABC, a proper digital framework need to be created, which is initiated by the institute.
3. Skill development:	Due to the value based education system, the institution would like to offer different skill based value added course and certificate course based on skill development and skill enhancement.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Though the majority of the students are from Bengali background, then also English and Bengali are taken parallelly as the teaching medium so that all students can accommodate in different language system.
5. Focus on Outcome based education (OBE):	As a teacher education institution, the main focus of the institution is to create quality teachers of the future. Also, the teacher need to be well trained so that they can accommodate themselves in contemporary system in future. For each Program, CLOs and PLOs are prepared by the institution which need to be followed and achieved at the end of the course. All faculty and staffs are aware of the CLOs and PLOs during the orientation and induction program.
6. Distance education/online education:	NIL

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Established in AY2022-23.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Student and faculty coordinators are appointed from the Political Science background. Faculty Coordinator: Mr . Jayanta Sarkar, Astt. Prof. Political Science Student Coordinator: Yassin Molla, Student Smima Pervin, Student Tuhina Pervin, Student Rinki Modok, Student Bulbul Tiwari, Student Manomita Mallick, Student

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Voter Awareness Program. Interactive Session on different Political and Electoral campaign. Voter Awareness Camp conducted in different villages specially for Senior citizen and the first time voter.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>One day voter awareness program in different villages.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter registration desk is conducted for 18 years of voters.</p>

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	99	100
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	49	50
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	49	50
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
8	13	13	13	13

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
8	13	13	13	13

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
41.38	19.05	15.17	6.81	13.92

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 30

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

This institution operates as an affiliated college under Baba Saheb Ambedkar Education University, formerly known as West Bengal University of Teachers' Training, Education Planning and Administration, adhering to specific parameters set by the university in terms of curriculum design, coverage, and the allocation of time for teaching and tutorials. Aligned with the goals of both the affiliating University and the broader societal objectives, the college also considers the personal goals of trainee teachers.

With a clear vision and mission, we strongly embrace a philosophy that values attributes such as discipline, hard work, and intellectual curiosity, recognizing their crucial role as indispensable tools in our pursuit of excellence. The institution regularly reviews and adjusts the prescribed curriculum to address the unique needs of the local context. Teacher educators aim to instill qualities in trainee teachers that make them effective educators capable of meeting the specific needs of local students.

Professionalism is cultivated in students through the maintenance of strict discipline throughout the academic year, particularly during practice teaching sessions. Individualized attendance registers and activity books for each school contribute to this effort. The institution also organizes excursions and community outreach activities to instigate a lifelong quest for education among trainees.

To achieve educational aims and objectives, the institution formulates an Academic Plan for each session, guided by the affiliating University's directives. This plan, crafted for each semester, provides a detailed outline of theory and practical classes, internal and external exams, assignment submission dates, excursion schedules, co-curricular activities, sports, and syllabus distribution among teachers. The curriculum is adapted to local needs based on the activities prescribed, and communication of decisions occurs through meetings attended by the Principal, teaching faculty, and headmasters of practice teaching schools. The Teacher Council Secretary announces decisions, which are then recorded in a meeting register. All matters related to curriculum adaptation and implementation are open to suggestion and discussion to uphold principles of democracy and transparency, with the final decision made by the Principal after a democratic argumentative session.

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

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 last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	10	14	13

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	12	11	11

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 0****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
00	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

A. Establishing a Foundational and Cohesive Grasp of Teacher Education

The course commences with an Orientation Program, serving as an introduction for trainee teachers to the syllabus, course structure, Program Learning Outcomes (PLO), and Course Learning Outcomes (CLO) of the B.Ed. program. During this initial phase, trainee teachers gain insights into how this particular program contributes to their journey toward becoming successful educators.

The curriculum of the first semester is purposefully crafted to provide comprehensive exposure, enabling trainee teachers to grasp the essential qualities and roles of a teacher. It is designed to acquaint them with the philosophical, sociological, and psychological foundations of education. Additionally, the curriculum emphasizes the significance of interdisciplinary education and encourages collaboration with fellow peer teachers. This intentional design ensures that trainee teachers develop a thorough and coherent understanding of the field of teacher education.

B. Developing Procedural Knowledge to equip Teachers Across Various School Levels and Specializations

Within the B.Ed. course, numerous activities are integrated to impart procedural knowledge to trainee teachers. Practical experiences, such as school visits as part of the practicum focused on child psychology and understanding different curriculum types, offer real-life, subject-specific examples. In the second semester, students engage in acquiring micro-teaching skills, enhancing their ability to navigate authentic classroom scenarios. They also take on the role of observers during simulated lessons conducted by their peers.

Moving into the third semester, students delve into pedagogy, gaining insights into effective questioning techniques, evaluation methodologies (including the construction of achievement tests and utilization of other evaluation techniques), and the formulation of assignments. The fourth semester introduces ICT training, ensuring that trainee teachers are well-equipped to embrace modern online and innovative teaching methods, keeping pace with contemporary educational practices. This comprehensive approach ensures that procedural knowledge is cultivated to prepare teachers for diverse educational levels and within their chosen specializations.

C. Proficiency in Extrapolation and Application of Acquired Competencies

Trainee teachers cultivate the ability to extrapolate from their accumulated competencies and apply them effectively during their practice teaching sessions. Over the four-month period, they harness knowledge acquired in earlier semesters, drawing from their understanding of child psychology and the foundational principles of education from the first semester. Additionally, they leverage insights gained from simulated teaching experiences and school management skills developed in the second semester to navigate real classroom scenarios.

The application of practice teaching skills in authentic classroom settings is a key aspect of this period. Trainee teachers actively engage with various co-curricular activities introduced during the B.Ed.

program, seamlessly integrating them into the cultural life of the schools where they are placed. Furthermore, they are equipped with knowledge about Bloom's Taxonomy, which serves as the cornerstone for the teaching and evaluation processes in their future careers. This understanding empowers them to construct not only achievement tests but also various other assessment tools, enhancing their capability to extrapolate and apply acquired competencies in practical teaching contexts. Top of Form

D. Development of Skills and Competencies: Emotional Intelligence, Critical Thinking, Negotiation, and Communication Skills, Collaboration, etc.

- **Emotional Intelligence:** Emotional intelligence is nurtured through theoretical coursework in both semester 1 and semester 2, emphasizing the development of sensitivity among trainees. Community-based activities, group work fostering a sense of brotherhood, participation in co-curricular activities, and excursions that expose students to real-world situations contribute significantly. Practical experiences, such as visits to special schools as part of practicum, further enhance emotional intelligence—a crucial skill for teachers to effectively manage students and empathize with them.
- **Critical Thinking:** Trainee teachers' critical thinking skills are systematically developed through various assignments, practicum experiences, simulated teaching, and practice teaching sessions. The incorporation of brainstorming sessions in theoretical classes, monthly debates, and encouragement of reflective thinking play pivotal roles in honing critical thinking abilities.
- **Communication Skills:** Communication skills are honed through theoretical knowledge and individual seminars, where trainees are required to deliver presentations. Micro-teaching classes provide opportunities for simulated communication practice. Cultural programs and debates serve as platforms for trainees to assume roles such as anchors and volunteers, contributing to the enhancement of their communication skills. The Teacher Induction Program also dedicates attention to nurturing effective communication skills, recognizing their significance in the teaching profession.
- **Negotiation and Collaboration with Others:** The development of negotiation and collaboration skills is embedded in various aspects of the program. School visits for practicum, community-based activities, and annual excursions facilitate interactions with individuals beyond the campus, fostering negotiation and collaboration. The college orchestrates cultural programs to cultivate a sense of collaboration and brotherhood among students. Leadership opportunities during internships further contribute to the refinement of negotiation skills as trainees navigate group dynamics.

File Description	Document
Photographs indicating the participation of students, if any	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

In the second semester, trainee teachers look into into the development of the school system, acquiring comprehensive knowledge about school administration details. They explore different committees integral to school functioning and principles of inspection and supervision. School visits during this semester expose trainee teachers to the practical aspects of school operations, including maintaining registers, organizing cultural programs, and implementing government schemes.

In the fourth semester, a focus is placed on inclusive schools, imparting awareness to trainee teachers about the specifications and nuances associated with such educational environments. The college organizes lectures and talks featuring headmistresses/headmasters and teachers from diverse schools following various boards of education. These sessions provide insights into the functioning of different Boards of School Education through relevant examples and PowerPoint presentations.

Trainees in their fourth semester not only learn about the functioning of various Boards of School Education but also gain practical exposure through visits to schools of different boards for their practicum. Under the same practicum, they become familiar with the assessment systems of these boards. As trainee teachers belong to different boards of education themselves, they actively contribute to class discussions and induction programs, sharing their knowledge of curriculum and evaluation systems.

Norms and standards are introduced to trainee teachers theoretically in their second semester, covering concepts such as test norms, validity, and reliability. Practical experience follows as trainee teachers construct achievement tests for their students and assess the objectivity of these tools during their practicum. While formulating pedagogy for their respective subjects, trainee teachers are required to develop blueprints for achievement tests, keeping norms and standards in mind.

To elucidate state-wise variations in different boards of education, the institution organizes periodic seminars and talks. Principals and experienced teachers from different boards are invited to share their rich experiences, while trainee teachers contribute by sharing their own experiences. Additionally, method and core papers involve the review and critical analysis of textbooks and curricula, offering a comparative understanding of the teaching-learning processes across different boards. Teacher educators from the institution, who have studied outside the state, share their experiences about statewide variations in boards.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The institution aims to facilitate the development of trainee teachers' understanding of the interconnected nature of various learning engagements, preparing them for the professional field. Trainee teachers are guided to comprehend how the theoretical aspects of the B.Ed. curriculum serve as the foundation for practicum activities, fostering self-experience and assimilation of theoretical concepts.

The exploration of interconnectedness and interdisciplinary concepts commences in the first semester, revealing the links between different branches of education. Trainee teachers are informed about the relationship between micro lessons, practice teaching, and pedagogy, recognizing the practical manifestations of the latter in the former two. Additionally, the linkage between child psychology, covered in the first semester, and practice teaching in the third semester is emphasized, emphasizing the importance of understanding a child's mental state before delivering a lesson.

The second-semester teachings on educational management become crucial during practice teaching when managing both classroom and extracurricular activities. Concepts of evaluation from the same semester play a vital role in creating achievement tests in method paper courses. Understanding different types of curriculum, also taught in the second semester, aids learners in enhancing classroom transactions by considering hidden, latent, and null curriculum elements, all of which are significant.

Micro-teaching skills acquired in the second semester are applied in real classroom situations, while knowledge of special needs children in the fourth semester is connected to optional papers such as Guidance and Counselling, where issues related to special children are discussed, and appropriate interventions are taught.

The ICT course provides practical, hands-on experience with computers, aiding trainee teachers in preparing assignments and innovative classes during practice teaching. The B.Ed. curriculum focuses on enhancing professional competencies by emphasizing language skills (comprehension and reading), aesthetic and creative skills (co-curricular competencies), ICT skills (computer literacy, PowerPoint, Excel, Word, and using digital platforms for communication and e-learning), and skills for maintaining physical and mental well-being through yoga and self-concept development. These skills prove valuable as trainees integrate into school life during internships and later enter the teaching profession. Every aspect of the curriculum, whether in theory or practicum, contributes to the professional development of trainee teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

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

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 100

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 72

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
21	20	18	17	14

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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..

Response:

Assessment process at the entry level of the learning process distinguishes moderate and progressive students. The admission committee selects the candidates or students after investigating the admission forms on the basis of previous education qualifications and grades. The admission of the students are carried out on the basis of merit, however, the college conducts a second round selection process as personal interaction. This helps in understanding the broader spectrum of learning levels and accordingly plan programs for slow and advanced learners. The faculty members of the college conduct an induction

program for 5 days. This is similar to an orientation program to make the trainee teachers feel comfortable within the college premises and get to know each other for peer learning. The program includes an introduction session along with conduction of various different activities and distribution of rewards.

The induction programme gets over before the commencement of regular classes. The freshers or the trainee teachers get acquainted with the institution policies, rules & regulations, values, culture and processes. Student profiling is done at the end for maintaining the records of the students at the initial or entry level. Areas related to personality development, computer knowledge and communication skills are being assessed. There is also provision to select optional subjects as per the ability and interests of the students. The potential and talents of the students are being discovered by the organisation of various talent search programs in different areas like literary, sports, arts and many more every year.

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

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: B. Any 4 of the above

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

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10

2.2.4.1 Number of mentors in the Institution

Response: 10

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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

Response:

Student-centric methods are being used in the teaching-learning process like focused group discussion, experiential learning, problem-solving assessments, online mode, problem solving methodologies, etc. for student learning enhancement.

- **Group Discussion:** Small groups are formed among the students with similar topics of interest

like English, Science, Mathematics and other subjects. The discussion is led by a teacher, in which the educator asks topic-related questions and the issue is then discussed by the students. This leads to brainstorming and generation of ideas.

- **Educational Trips or Excursions and Field Trips:** The college organises one-day field trips or excursions to various schools. The students are given the opportunity to act as a teacher and conduct demo classes of the students in the school. Community service programs are being conducted through which the students get first-hand training that helps in moral as well as theoretical development. This is one other way of learning in which the college organised educational tours to Sikkim and other places for three to four days.
- **Participative Learning:** The college had included the students into various participative learning strategies to measure the effectiveness and student orientation with the subject. The faculty members organise quiz, case study, project, allocate assignments as well as group discussions in between classes.
- **Problem-solving Assessment:** The methodologies of problem-solving are being allocated for improving the critical thinking skills, problem solving skills and creativity along with good study habits of the students. This is acquired through conduction of creative writing, writing reports of various events and more.
- **Focused Group Discussions:** For the enhancement of theoretical learning of the students, focused group discussions are being organised to internalise the knowledge on various topics. The faculty members ask various questions to the students that lead to discussion of possible answers to variable questions. This leads to sharing of knowledge and brainstorming of the students.
- **Online Mode:** Almost all the faculty members of the college are using Google Meet application since the covid pandemic for teaching their respective subjects and sharing assignments.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 5

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
3	00	00	00	00

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

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 41

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

Response: 41

File Description	Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students**Response:**

Mentors are being assigned among the faculty members in the college. Group of students as a team are allocated under each of the mentors as mentees. These are undertaken at the beginning of the program, every year and continue till completion of the program. The mentees are being encouraged and nurtured by the guidance of the mentors. The mentees are being selected after verifying their personal details, cultural background and socio-economic background.

- **Dealing with Student Diversity:** The students are diverse in nature with respect to language, culture, life skills, academic skills, creativity and many more. To bridge the gap in between the diverse students, equality and equity is being promoted among the students as part of core values. Diversity is also being nurtured with taking part actively in group discussions, flexibility in learning, continuous communication by the students.
- **Working in Teams:** The students of almost all the academic sessions are grouped as 10-15 in each group under a single mentor. The mentor helps them in growing critical and analytical skills along with academic improvement. The mentors meet the mentees at least once in a month to discuss various issues being faced by the students.
- **Conduct of Self with Colleagues and Authorities:** Awareness is being created among the students in terms of vision and mission, rules and regulations along with professional ethics. The students are also exposed to soft skills, team building, group work, body language, and communicating with the stakeholders as well.
- **Balancing Home and Work Stress:** Mentees are being provided proper guidance with respect to balancing their professional and family terms. The students are given a case study regarding stress management, which is further asked to solve and provide conclusions. If the students are given possibly correct answers, they are then encouraged; if not, then they are briefed with a better idea in overcoming stress. Along with case study, face-to-face interactions of mentor and mentee is also carried out for discussing issues related to work-life balance.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6**Institution provides exposure to students about recent developments in the field of education through**

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

Wall Magazine: A wall magazine serves as a vibrant platform within our educational institute, enabling trainees to unleash their creative, literary, and artistic talents through the contributions of articles, poems, drawings, and more, all coalescing to create a cohesive collage around a common theme. Annually, our college organizes the creation of a wall magazine, wherein trainees from all disciplines and methods collaboratively share their creative ideas. This endeavour encourages the exploration of creativity and innovation, as trainees infuse familiar content with their own unique and imaginative twists. Every aspect of the magazine, from its external appearance to its decoration and the presentation of its content, is a product of the trainees' innovation. The trainees initiate this process by engaging in group discussions with the convenors of the Magazine Committee to select relevant themes. During this collaborative brainstorming, intellectual and critical thinking skills are cultivated, fostering the development of a structural framework for the magazine. The creation of the wall magazine is a collective effort, and teachers actively promote the participation of as many trainees as possible. This collaborative journey not only acquaints trainees with each other but also fosters a strong sense of belonging among peers. The bonds formed grow even stronger upon the successful completion of this collective endeavour. This platform serves as a conduit for interaction between students, teachers, and staff. It showcases their ideas, making them widely known and celebrated. Furthermore, it acts as a source of inspiration for learners who see their works published for the very first time, encouraging their ongoing creative expression.

Cultural Activities: Cultural activities provide valuable opportunities for social interaction and play a pivotal role in forging new relationships. These activities are inherently group-oriented, bringing together

students from diverse backgrounds and affording them the chance to connect with individuals who harbour unique passions and cultural perspectives. Interactions among trainees serve as a catalyst for the development of vital interpersonal skills. Trainees often learn how to collaborate toward a common objective, instilling a sense of responsibility within them. Participation in cultural activities fosters confidence and imparts the ability to cooperate effectively in varying circumstances. Trainees become adept at confronting the challenges that await them in their professional lives. Sustained engagement in multiple activities showcases the diverse talents and potential of these aspiring educators. In addition to their B.Ed. training, trainee teachers acquire valuable skills in prioritization and time management. Those who excel both academically and in co-curricular pursuits emerge with well-rounded personalities, equipping them to face the world with confidence. The intrinsic value and enjoyment derived from cultural activities provide trainee teachers with opportunities to develop essential life skills, including creativity, self-discipline, effective communication, and the ability to collaborate within teams.

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

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

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

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: E. Any 1 or none of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: B. Any 3 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

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

2.4.8**Internship programme is systematically planned with necessary preparedness..****Response:**

The internship program is one of the main aspect of Teacher Educational institution. As a future teacher, each studnet need to take active part of internship program and they need to prepare themselves as better teacher. Beta Collge of institution took appropriate steps to encounter this issue sucessfully.

Steps taken for systematic planning for internship program such as,

1. Letter to D.I/ S.I of the respective school.
2. Allotment letter of D.I/S. I for sending training student.
3. Communication to the concern school for the conduction is of meeting with heads of school for carrying out the practice teaching.
4. Sending list of trainee student along with method subject and contact no.
5. Regular mentanence of attendance by with signature of trainee student of counter signature by H.M and visiting professor of Beta College of Education for all the 60 lesson.
6. Grooming of trainee student before starting internship program by preparation of TLM, necessary workshops and rehearsals.

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

2.4.9**Average number of students attached to each school for internship during the last completed academic year**

Response: 8.33

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 6

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship is a crucial training process through which interns develop the skills and aptitude required for

their future job performance. In the context of our B.Ed. College, proficiency is essential for trainee teachers during their internship. The university prepares a calendar outlining the school internship schedule. This internship comprises two phases. In the second semester, the pre-internship phase involves trainee teachers participating in activities like real teaching tasks, observing school activities, and evaluating peer lessons. The third semester marks the internship phase, during which trainee teachers teach lessons in their respective pedagogic subjects. To ensure effective monitoring during the internship program, our institution follows these steps:

- Our college conducts orientation-cum-consultation meetings with the school headmasters/headmistresses or Teacher-in-Charge (TIC).
- The Teacher Council at our college convenes a meeting with school principals and mentor teachers annually before the internship program. During this meeting, our Teacher Council outlines rules governing trainees' participation and contributions in school activities, such as school assemblies, cultural events, PTA meetings, games, inter-house competitions, and guides trainee teachers in their subject-specific practice teaching. Headmasters/headmistresses/TICs are requested to assess trainees in these activities, following the guidelines prescribed by the affiliating university.
- Teacher educators from our college visit the practice teaching schools to observe trainee teachers during the internship program. They observe a minimum of five classes taught by each trainee. Additionally, alternate mentor teachers not specifically assigned to a particular school also conduct class observations.
- Experienced school teachers at the internship schools offer guidance to the trainees on effective teaching, employing appropriate teaching strategies, and utilizing suitable teaching and learning methods. Feedback is provided in cases where correct strategies are not followed, usually in the form of a feedback form.
- Peer monitoring is another feature of the internship program, with fellow trainee teachers monitoring daily attendance and adherence to the code of conduct for each peer.
- Our college's Principal makes regular visits to the schools, where they observe some of the demonstrations presented by trainee teachers. Senior teachers from our college also visit the schools independently to evaluate the performance of trainee teachers.

The underlying principle that guides assessment during the internship program is constructive criticism. All stakeholders involved in the internship program are provided ample opportunities to identify and bring out the best in trainee teachers, fostering a culture of continuous improvement and growth.

File Description	Document
Documentary evidence in support of the response	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**

3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

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

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Data as per Data Template	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 16.67

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 2

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 9.75

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

Response: 78

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

1. In house discussions on current developments and issues in education

The teachers of the college keep themselves updated in this changing path in implementation of modified new methods of teaching learning process. The in house discussion processes include both informal and formal methods. Some of the formal methods of discussion include seminars, conferences, webinars, workshops and more enlightening on latest education developments. This helps in updating with all the latest professional development concepts. The faculties also engage in informal discussions on critically analysing the recent education developments in their leisure hours.

2. Share information with colleagues and with other institutions on policies and regulations

The faculty of our college highly values its diversity and actively seeks to harness the wealth of resources available within our community. Every year, we make a concerted effort to organize small-scale workshops, lectures, or seminars delivered by our very own faculty members. The underlying rationale for these sessions is to recognize and appreciate the inherent potential within our institution. In addition to these programs, our college benefits from the expertise of various bodies, including the Institutional Quality Assurance Cell (IQAC) and the Governing Body, both of which comprise prominent figures in their respective fields. These individuals play a crucial role in keeping us informed about changes in policies and regulations. Regular interactions, whether through formal meetings or informal gatherings in the evening, are a common occurrence and serve to keep us abreast of the evolving landscape around us. We maintain a friendly rapport with our fellow faculty members, feeling comfortable in utilizing them as a strong support system for our academic endeavors. The staff room provides a working environment that is not only welcoming but also highly supportive, fostering a conducive atmosphere for learning and discovery. Our discussions revolve around a variety of topics, such as best practices from other institutions for enhancing the learning environment, policies implemented by educational institutions to ensure student welfare, strategies for professional development adopted by other institutions, and how we can implement similar changes within our own institution. These exchanges of knowledge and ideas contribute to our collective growth and progress.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The primary aim of internal evaluation is to leverage the assessment outcomes to enhance student performance. To achieve this objective, several steps are undertaken:

1. Trainee teachers receive their marked answer sheets, offering them an opportunity to identify the areas of weakness in their performance.
2. After reviewing their performance, teacher educators engage in in-depth discussions, dissecting each question attempt made by the majority of trainee teachers. They then provide explanations and guidance on the correct methods for answering these questions.
3. Each course within the program includes one assignment, which serves as a valuable tool for assessing trainee teachers' understanding of specific units.
4. The college adheres to the internal evaluation criteria established by the University. Circulars related to examinations are consistently displayed on notice boards and shared through WhatsApp groups. Faculty members inform trainee teachers about the syllabus, its objectives, and paper patterns at the beginning of each semester. They also offer additional guidelines and counselling

to support trainee teachers.

5. Special tests are designed for students who may require additional support due to slower progress.
6. During school internship programs, extensive assessments are conducted through internal evaluation. The internal evaluation of interns is carried out by mentors, method teachers, and the Principal or Head of the Institution. This evaluation aims to gauge the progress made during practice teaching sessions. Microteaching demonstration classes are also assessed by method teachers to monitor the development of teaching skills in trainee teachers. Additionally, peers are involved in the evaluation process, providing verbal feedback during micro-teaching, simulated demo classes before the internship, and practice teaching sessions.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: B. Any 3 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

- At the outset of each semester, faculty members provide trainee teachers with a comprehensive overview of the assessment process components for that semester.
- The college diligently follows the rules and regulations stipulated by the affiliating Training University when conducting internal examinations. We readily accept grievances related to examinations. In cases where examination-related grievances pertain to physical resources, such as improper seating arrangements or inadequate lighting, prompt actions are taken to resolve these issues.
- In the event of a sudden illness during an examination, students are provided with first aid, and when necessary, arrangements are made to avail nearby hospital services.
- The college appoints an Examination Committee at the institutional level, overseen by the Principal. This committee is responsible for addressing examination-related matters and resolving student issues.
- The college meticulously plans its examination schedule based on the Academic Calendar provided by the affiliating University.
- Prior to examinations, common grievances among trainee teachers may include issues such as delayed application form submissions, non-receipt of examination admit cards, or inaccuracies in these cards. In such instances, the college acts swiftly to communicate these grievances to the University Examination Section, working to resolve them promptly. The college also assists trainee teachers in completing examination forms, making payments, and downloading their examination admit cards.
- Following the university's declaration of results, if any trainee teacher has concerns or objections regarding their results, they can visit the college to address these issues. The college supports them by submitting applications to the university for actions like obtaining photocopies of answer scripts, requesting reevaluation, and recounting of marks. Trainee teachers are provided with the necessary options to exercise, and if, after receiving the photocopies, they remain dissatisfied with their marks, they have the opportunity to apply for reevaluation, with the college forwarding their applications to the university for corrective action.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4**The Institution adheres to academic calendar for the conduct of Internal Evaluation****Response:**

At the start of each academic year, the college meticulously crafts its Academic Calendar, a comprehensive schedule that outlines working days, planned events, and examination dates. This calendar is published on the college's website to inform both students and other stakeholders about the upcoming semester's activities. The Teacher Council takes the lead in formulating this academic plan,

with a strong emphasis on ensuring strict adherence by all faculty members. The College Examination Committee plays a pivotal role in determining the deadlines for internal assessments and the submission of marks, a timeline that must be rigorously followed throughout each semester.

The convener of the College Examination Committee issues notices to all teachers, requesting them to submit their preferred dates for practicum examinations and written internal tests. These notices are issued promptly upon receiving the examination schedule from the University. Trainee teachers are duly informed of specific dates for submitting assignments and completing practicum activities. Before each internal assessment test, students receive assignments tailored to their respective courses, encompassing homework, problem-solving exercises, group discussions, and quizzes. Additionally, students conduct seminars during their designated subject hours, focusing on specific topics within their courses.

Typically, in the 1st and 3rd semesters, the first evaluation for theory papers takes place in the first week of December, while in the 2nd and 4th semesters, this occurs in the first week of June. For practical papers, internal evaluations are conducted in conjunction with the nature of the assignments in nearly all practical classes. Circulars are provided to announce the dates for assignment completion and submission of marks, and these dates are influenced by gazetted holidays as well as other planned college activities, such as cultural programs, Foundation Day celebrations, and Sports Day events.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Upon completing the B.Ed. programme, the trainees achieve several key competencies -

1. Teaching Fundamentals: The program equips trainees with a strong foundation in both theoretical knowledge and hands-on practice. This fundamental understanding is vital in introducing trainee teachers to the core principles of the teaching-learning process. Trainees learn to design effective teaching and learning strategies, gaining insights into the teaching and learning methods specific to their chosen subjects. They also develop the ability to conceptualize and apply assessment and evaluation techniques relevant to their respective subjects. Understanding individual differences among learners in the classroom, trainees become adept at measuring attainment, evaluating progress, and assessing learning capabilities as teachers. They also become skilled in administering guidance programs and utilizing psychological tools. Moreover, trainees delve into the epistemological, sociological, and psychological underpinnings of curriculum development. They grasp the various orientations and approaches in curriculum design and critically analyze the evolution of educational policies over the years, considering foundational principles, concerns, priorities, and objectives. Trainees recognize the link between

curriculum frameworks and critical issues related to learning, and they analyze curriculum frameworks in light of learners' needs. Additionally, the program teaches trainees how to motivate others, familiarizes them with testing and non-testing tools, imparts knowledge about adjustment and maladjustment, and deepens their understanding of mental health, including causes and remedies for conditions such as depression and phobias. They also gain insights into child psychology, concepts of growth and development, and stages of development, with particular reference to adolescence.

2. Information and Communication Technology (ICT): Trainees become well-versed in ICT, enabling them to become technologically proficient. This knowledge empowers them to integrate technological tools effectively into teaching and learning, content development, and collaboration in the field of education. They learn to use ICT as teaching aids in their method subjects, employ ICT-based communication in the classroom, and utilize ICT for lesson planning.

3. Internship Experience: The internship program in schools provides trainees with invaluable first-hand experience in observing school practices, school administration, the teaching-learning environment, and the roles of various stakeholders in education. The internship is divided into two parts: Pre-Internship, where trainees become acquainted with the school environment, and During Internship, where they hone their skills through continuous practice. During this time, trainees prepare learning designs and instructional materials, create teaching aids, toys, and charts, both before and during the internship program.

4. Co-curricular Engagement: Trainees actively participate in a variety of co-curricular activities, including cultural events and involvement in different cells and committees within the college governance structure. These opportunities foster leadership skills and a strong sense of accountability to the teaching profession. Trainees also gain an understanding of classroom diversity, preparing them to effectively engage with diverse learners in inclusive classroom settings. They develop awareness of human rights, women's empowerment, sensitivity toward the environment, and recognize the role of these factors in the teaching-learning process.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.2

2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	49	49	49

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document

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

Response:

The university to which our college is affiliated has meticulously outlined Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for the development of the B.Ed. program, which the college has seamlessly integrated and effectively put into practice. These PLOs and CLOs are readily available on the college website and in the brochure, providing prospective trainees with a clear understanding of the course's requirements and the professional qualifications expected of them in their chosen field.

The presence of well-defined CLOs for each paper within the B.Ed. program ensures that the overarching PLOs can be achieved step by step. To monitor the attainment of these CLOs, the institution has established a robust monitoring process. Each course paper incorporates internal assignments, practicum experiences, and external evaluations, which collectively assess trainee performance on both cognitive and professional dimensions.

Our college is committed to managing students' performance holistically and progressively, employing a wide array of strategies that encompass both formative and summative assessments. Right from the initial stage of entry, we create individual learner profiles, often referred to as mentoring books. These profiles serve the purpose of facilitating effective learning assessment. We provide specific and informative feedback, with a focus on empowering trainee teachers to self-evaluate their own performance and achieve mastery in their respective subject areas. Additionally, we encourage purposeful self-assessment exercises and employ peer assessment techniques, recognizing their capacity to nurture reflective lifelong learners.

Trainee performance is evaluated by a diverse set of stakeholders, including teacher educators, mentors, external examiners, the college principal, heads of practice teaching schools, experienced school teachers, and peers. These stakeholders regularly offer constructive feedback aimed at enhancing performance. This feedback not only guides trainee teachers on improvement and progress but also aids them in understanding the goals of their work and effectively expressing their understandings and skills. Furthermore, it fosters an ongoing dialogue between teacher educators and trainee teachers, promoting reflection on the learning process.

Teachers utilize information about ongoing learning to tailor their instruction, ensuring that all trainees have the opportunity to learn and grow. Evaluation results are reported in a timely manner and meticulously recorded. In addition to regular coursework, evidence is gathered during trainee teachers' participation in special tasks or activities. The evaluation outcomes are often expressed in the form of

assignment grades, practicum marks, internship evaluations, microteaching scores, and theoretical paper results.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 50

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

At the outset of the course, learners are presented with the program's objectives in the prospectus. This serves as a tool for them to discern if the program aligns with their specific learning requirements. Following admission, during the induction phase, we engage in an assessment of the learning needs of our trainee teachers through a comprehensive process, encompassing aptitude tests, personality assessments, and participation in cultural activities. These evaluations serve to gauge the disparity between the Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO), as well as the existing knowledge levels of our diverse student body, hailing from various backgrounds, and thus possessing distinct entry-level knowledge and learning requirements.

We firmly believe that meaningful assessment should be in harmony with the type of learning that holds value. Our trainees, in collaboration with our academic staff, participate in an array of extracurricular activities that play a pivotal role in nurturing competencies such as critical thinking, creativity,

managerial proficiency, social and communication skills, adaptability, problem-solving abilities, and cooperative skills – all essential for actively contributing to the shaping of a peaceful future. Our primary focus is on nurturing competencies for life. The entirety of our curriculum experiences underscores that trainee teachers effectively apply these competencies to live, learn, work, and actively engage as members of their communities. We take pride in prioritizing competencies that are rooted in knowledge, attitudes, and values, ultimately culminating in purposeful actions.

The formative evaluation is designed to assess students' classroom behaviour, their progress towards achieving CLOs, adherence to the code of conduct, active participation in extracurricular and community-based activities, and their roles in various committees. Conversely, the summative evaluation primarily focuses on whether the academic and cognitive learning needs have been met. Teacher educators evaluate trainee teachers based on their performance. The practicum in each course provides an opportunity to determine whether trainees have acquired the skills and competencies necessary for real-life situations. Fieldwork assessments are instrumental in evaluating collaboration, discipline, and presence of mind. Participation marks are indicative of a student's engagement with course material and their ability to communicate and discuss ideas. Written assignments encourage reading and impart academic reading and writing skills. Seminars allow trainee teachers, individually or in groups, to present to the class and help assess their communication skills. Group activities, such as co-curricular endeavours, underscore the importance of collaborative learning, problem-solving, and critical evaluation, serving as valuable preparation for both professional and personal life. Formal tests, quizzes, debates, interactive exercises, surveys, various practicum experiences, individual seminar presentations, and assignment submissions are the methods through which the college assesses student performance. Our objective is to comprehensively evaluate whether our trainee teachers have developed the requisite personal and professional teaching skills and have internalized the appropriate values in line with their initial learning needs, while also ensuring the attainment of the intended PLOs and CLOs. Trainees' performance is reflected in their examination results, their performance during internships, punctuality, and attendance in college, job placements, and the modification of their behaviour. In cases where progress is deemed unsatisfactory, we offer remedial classes to address their learning needs.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.85

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Response: A. Any 4 or more of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response: A. All of the above

File Description	Document
Any additional information	View Document

3.2 Research Publications**3.2.1**

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.33

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	02	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.58

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	2	2	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1**

Average number of outreach activities organized by the institution during the last five years..

Response: 5

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	0	5	8

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 40.08**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	0	50	50

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

3.3.3**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years****Response:** 40.08**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	0	50	50

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Community outreach activities play a crucial role in fostering positive changes and empowering individuals within a society. In this context, the focus is on engaging students and providing them with opportunities to grow and contribute positively to their community. The primary objectives of these outreach initiatives are to influence students towards personal and academic development while promoting the importance of maintaining hygiene and sanitation in their surroundings. By combining these two aspects, a comprehensive approach to nurturing responsible and informed citizens who actively contribute to the betterment of their communities can be created.

The main objective of this outreach activities is to influence students. The students can be influenced by the following manners:

- 1. Mentorship Programs:** Establishing mentorship programs brings experienced individuals from various fields together with students. Through regular interactions and guidance, mentors can influence students to set clear goals, develop essential skills, and cultivate a strong work ethic. This helps students to understand the value of education and motivates them to excel academically.
- 1. Career Workshops:** Organizing career workshops exposes students to diverse career paths and opportunities. By providing insights into different professions, students can make informed decisions about their future, leading to increased commitment and dedication to their studies.
- 1. Leadership Development:** Conducting leadership development workshops encourages students to take on leadership roles within their school or community. These programs helps students to increase qualities like responsibility, empathy, and effective communication, enabling students to be positive influencers among their peers.

1. Community Engagement: Involving students in community service activities fosters a sense of social responsibility and empathy. Contributing to the community's well-being through volunteering helps students realize the impact they can have and strengthens their commitment to making a positive difference.

Apart from these influential activities, the students get sanitized by these kinds of Programs.

1. Health and Hygiene Education: Conducting health and hygiene education sessions in schools imparts essential knowledge about personal hygiene, sanitation, and disease prevention. Teaching proper handwashing techniques, waste management, and maintaining clean surroundings equips students to be conscious of their health and the environment.

1. Cleanliness Drives: Organizing cleanliness drives within the school premises and surrounding areas helps instill a sense of ownership and responsibility towards keeping their environment clean. Students actively participate in cleaning up littered areas, promoting the importance of sanitation.

1. Awareness Campaigns: Initiating awareness campaigns on public health issues, such as vector-borne diseases or the importance of vaccination, can be effective in sensitizing students and the broader community.

1. Green Initiatives: Encouraging students to adopt sustainable practices, such as waste segregation, recycling, and energy conservation, contributes to maintaining a clean and eco-friendly environment. These initiatives foster a sense of environmental stewardship among students.

The combination of influencing and sanitizing students through community outreach activities creates a powerful impact on individuals and the community as a whole. By providing students with mentorship, guidance, and exposure to various opportunities, we empower them to become responsible, informed, and compassionate individuals. Simultaneously, educating students about hygiene and sanitation reinforces the importance of a clean and healthy community.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**3.4 Collaboration and Linkages****3.4.1****Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years****Response: 0****3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**3.4.2****Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years****Response: 4****3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years****Response: 4**

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - 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

Response:

The campus spans a total area of 1.5 acre, with 3808.80 square meters dedicated to built-up structures. It boasts comprehensive facilities and learning resources in accordance with NCTE standards, all within a Wi-Fi enabled environment.

Administrative Rooms:

The administrative section includes essential rooms such as the Principal's Office, an Office Room, and a dedicated Staffroom for Faculty members. These spaces serve as vital hubs for coordination, communication, and management within the campus.

Classrooms:

Each semester is allocated separate classrooms, each fully furnished and equipped with essential amenities including furniture, projectors. Furthermore, all classrooms are connected via Wi-Fi, fostering a technologically enriched learning environment. Maintaining hygiene and prioritizing air ventilation and natural light, these classrooms ensure a conducive atmosphere for study.

Library cum Reading Room: The Library of this book has the collection of 1200 books on Teacher Education including all Pedagogy subjects. The collection includes reference books, Journals, periodicals, encyclopaedias, Dictionaries, etc. The library has dedicated reading spaces for the students. The library is fully automated with KOHA Software.

Laboratory: ITE is dedicated to Teacher Education. Laboratories for various pedagogy subjects is fully functional.

- **Language Lab:** The college has a well-equipped Language Laboratory for the Department of English, Bengali and Sanskrit to run the audio-visual programmes where learners can actively participate and learn in an individualistic and group approach.
- **Mathematics Lab:** It provides an opportunity for the students to discover the basic ideas of foundations of mathematics and the general concept of space, as well as interactions between physics, mathematics and philosophy.
- **Physics Lab:** This lab is equipped with a complete set of latest equipment and tools which caters to the needs and enhances the practical skills of trainees in physics and chemistry.
- **Chemistry Lab:** The complete set of latest equipment and chemicals helps trainees to carry on experiments which they can demonstrate during internship.
- **Life Science Lab:** The atmosphere inside the Life Science Laboratory creates a spirited

environment conforming to the four pillars of education that is “Learning to do, learning to know, learning to be, and learning to live together.

- **Geography Lab:** The lab is well equipped with a series of maps, topographic sheets and a variety of survey equipment like tracing table, thermometers, barometer, magnetic compass, etc. The lab specializes in the development of qualitative and quantitative research skills in trainees.
- **ICT- Computer Laboratory:** This lab use the basic knowledge and skills acquired to assist in the teaching learning process. The 30 computers with internet facilities have been arranged in Computer Lab where the students in particular semester can use as per their allocated routine so that they can practice hand to hand.

Multipurpose Seminar Room: This Seminar room is equipped with lecture capture, interactive board, projector, etc. It is used to conduct classes and small seminars as per the need.

Health & Physical Education Center: Innovation center is a dedicated space for creativity, innovation, performing and fine arts, sports and yoga facilities.

Students' Support Facilities

The campus offers comprehensive support facilities for students' well-being and comfort. This includes a Sick Room to address immediate health concerns and provide necessary care. Separate Common Rooms for Boys and Girls offer spaces for relaxation and social interaction, ensuring privacy and comfort.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

4.1.2

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

Response: 0

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

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 1

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 86.95

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
19.29	18.87	17.48	15.88	12.24

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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

Response:

The library has initiated automation of its functions using the popular open-source Integrated Library Management System (ILMS) known as "KOHA." Currently, the library operates on version 22.05.14.000 of the software. This system encompasses various housekeeping operations, including acquisitions, cataloging, circulation, serial control, Online Public Access Catalog (OPAC), and maintenance tasks.

KOHA's designated modules streamline the entire process of acquiring books and conducting their technical processing. It efficiently manages circulation activities such as issuing, returning, book

reservations, reminders, book recalls, and handling overdue charges. Additionally, the software effectively handles serial control, managing both current issues of print journals and back sets. It supports subscription processing, issue reminders, and facilitates binding of journal volumes.

The OPAC feature enables users to search the library's entire collection, providing precise book locations within specific library sections. Library staff members offer guidance to both staff and students on navigating the OPAC card catalog.

This ILMS operates on a distributed system, allowing input for bibliographic details of books and other materials like periodicals. Furthermore, it supports Unicode, enabling bibliographic entries in various Indic languages such as English and Bengali.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The College Library Authority has implemented KOHA Library management software, enabling both teachers and students to conveniently access e-journals, e-books, and the institutional repository. This system facilitates remote access from the users' homes, enhancing accessibility to resources beyond the library premises.

Students/ teachers are login as per the following weblink:

<https://bce-opac.softlib.in/cgi-bin/koha/opac-main.pl>

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: E. None of the above

File Description	Document
Data as per Data template	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.48

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1.47	0.57	0	0	0.36

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 35.51

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 676

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 709

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 180

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 1058

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 1212

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

1. Relevant educational documents are obtained on a regular basis
2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college boasts an extensive network of computers equipped with Wi-Fi capabilities, catering to the needs of both staff and students for educational and office purposes. Numerous computers are strategically placed throughout the campus, facilitating ICT-based learning, research, and administrative tasks. A dedicated computer laboratory is equipped with air conditioning, specifically designed for ICT-focused classes and university examinations. Additionally, there are ICT-enabled rooms for specialized classes, Endowment Lectures, and discussion sessions, along with virtual classrooms to enhance remote learning experiences. Internet speed is optimized across different areas of the campus, with the library offering the fastest connection at 100 Mbps, followed by 75 Mbps in each computer lab and office space. This speed allocation is periodically reassessed and adjusted based on internet usage patterns.

The availability of Wi-Fi in the library and Information Centre allows students and faculty convenient access to e-resources for their academic pursuits. To maintain security and efficiency, antivirus software is updated annually on every computer, ensuring a virus-free environment for users to safely share information via pen drives and print documents as needed.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2

Student – Computer ratio for last completed academic year

Response: 3.33

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3

Internet bandwidth available in the institution

Response: 100

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 100

File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.3.4

Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 78.67

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
24.36	23.61	6.65	10.17	10.99

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

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

Response:

The College implements a comprehensive system to ensure the effective maintenance and utilization of its physical and academic facilities.

Classroom Management: Each classroom is equipped with modern technology such as smart boards and microphone systems for enhanced teaching and learning experiences. Regular cleaning and maintenance schedules are followed, and an annual maintenance program addresses repairs and replacements for all teaching technology systems.

Laboratories: The college laboratories adhere to statutory regulations and are furnished with necessary equipment and materials to meet educational standards. Fire safety equipment is diligently maintained as a precautionary measure. Routine cleaning schedules are implemented, and equipment undergoes regular checks at the end of each semester to uphold quality standards.

Library: Procedures are in place for handling lost books, with borrowers required to replace lost items with either the same or the latest edition, upon permission from the Principal. Loss of borrower cards is reported to the librarian, who issues duplicates after verifying the borrowing register. At the end of each academic period, borrower cards are returned. Regular withdrawal of outdated materials is conducted to ensure the relevance of the collection. Students are reminded to handle library materials with care to avoid damage.

Computers & Software: Maintenance of both hardware and software for computers is prioritized, with updates and repairs conducted as needed. Annual maintenance covers computers, printers, software, CCTV systems, fire extinguishers, gardens, and security infrastructure.

Website Maintenance: External professionals are engaged to maintain and update the college website, ensuring that information is current and accessible.

Sports: The Sports Cell oversees the maintenance of sports grounds and equipment, organizing various indoor and outdoor competitions at intra and inter-collegiate levels. Safety equipment and sports gear are well-maintained, and students are provided with guidance on proper handling during sports activities.

File Description	Document
Any additional information	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: C. Any 2 or 3 of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**

5. Concession in tuition fees/hostel fees**6. Group insurance (Health/Accident)****Response:** C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 4.42**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	1	0	0

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 46**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 23

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

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

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 2.81

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	1	0

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

In compliance with government policy prohibiting student elections, our institution operates without an elected student council. Instead, we employ a decentralized structure known as the Students' Subcommittee, comprising student representatives. This framework aims to cultivate leadership skills by orchestrating activities and programs within the institution, serving as the collective voice of the student body.

The Students' Subcommittee comprises several committees:

Cultural and Drama Committee: This committee fosters extracurricular activities to showcase students' talents in performing arts. Responsibilities include budgeting for cultural events, setting program dates, obtaining formal permissions, inviting guests and dignitaries, and providing mementos and certificates for participants.

Magazine Committee: Tasked with publishing an annual print magazine highlighting student concerns and activities, this committee convenes to select themes and solicit articles in various languages. Additionally, it produces two wall magazines yearly to promote creative expression among students.

Excursion Committee: Responsible for organizing tours, trips, and field visits, this committee obtains necessary permissions, manages funds, ensures student safety, and promotes an understanding of the relationship between human life and nature. It also maintains trip records and prepares reports.

Game and Sports Committee: This committee promotes physical and mental well-being by organizing intra-college sports events, scheduling activities for the academic year, obtaining event approvals, and coordinating logistics. It also arranges for guest invitations, judges, mementos, and certificates.

Common Room Committee: Tasked with maintaining separate common rooms for boys and girls, this committee ensures facilities are clean, organized, and conducive to a friendly atmosphere. Responsibilities include maintaining furniture, arranging reading materials, and ensuring proper amenities.

Beautification Committee: Responsible for enhancing the college campus's aesthetics, this committee purchases and plants seasonal flora, maintains lawns, and adds new trees annually. Its objectives include raising environmental awareness and fostering skills to address environmental challenges.

Through the Students' Subcommittee and its committees, our institution provides students with opportunities for personal growth, community engagement, and environmental stewardship.

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

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 1.2

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	01	1

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

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The college boasts an Alumni Association dedicated to fostering strong bonds between alumni and current students. Continuously seeking to invigorate, enrich, and fortify alumni engagement, the association orchestrates activities tailored to meet alumni needs for contribution, social and professional networking, recognition, connection, personal growth, career support services, unique identity, and autonomy. At the core of its mission is the goal to nurture a mutually beneficial relationship between the Institute and its alumni.

Outlined below are the objectives of the Alumni Association:

- Encourage and cultivate close relations between the Institution and its alumni, as well as among alumni themselves.
- Foster friendly relations among all members of the alumni body and instill an interest in the affairs and well-being of the Institution.
- Disseminate information about their Alma Mater, its graduates, faculty, and students to the alumni.
- Initiate and develop programs for alumni benefit.
- Provide support to the Institution in fundraising efforts for development.
- Serve as a platform through which alumni can champion and advance academic excellence at the Institution.
- Guide and assist recent alumni in securing employment and engaging in productive endeavors beneficial to society.
- Organize and coordinate alumni reunion activities, allowing alumni to express gratitude to their

Alma Mater.

- Collect, publish, and distribute information useful to alumni and their Alma Mater.

The Alumni Association actively engages in various activities and contributions, including:

- Hosting alumni meetings at the college, where alumni interact with their former teachers and offer suggestions on curricular enhancements.
- Inviting select alumni to deliver guest lectures to current students, focusing on contemporary developments and offering career guidance.

Through these endeavors, the Alumni Association serves as a vital link between past graduates and the college community, fostering a sense of belonging, support, and shared commitment to academic excellence and societal advancement.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 7

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	1	2	0

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

The alumni of our college play a pivotal role in fostering friendly cooperation between current and former generations of trainee teachers, thus contributing to the overall betterment of our institution. Organized by the Alumni Association, meetings are arranged based on their needs and discussions during general body meetings. Regular annual alumni meets are conducted, during which office bearers are elected.

Notifications regarding these gatherings are disseminated through various social media platforms and applications. These events offer alumni the opportunity to provide valuable insights and contributions to infrastructure, academic activities, and overall college development. The Alumni Association ensures the coordination and smooth conduct of these meetings.

A dedicated register of alumni members is maintained by the college, updated annually with their

permanent addresses, phone numbers, and professional details. The Alumni Committee, consisting of the Principal, current faculty who are former students, and former students, actively seeks and values feedback from alumni members.

The college is committed to incorporating the valuable feedback received from alumni into its operations and development initiatives. Alumni members offer academic and professional guidance to current students, and the Alumni Association maintains funds to support their regular activities.

Furthermore, alumni frequently contribute to the college's Book Bank and assist in infrastructure development. The institution follows a structured process of collecting feedback and suggestions from every alumni member, channeling these inputs effectively to enhance the functioning and progress of the college. Through mentorship, professional guidance, and financial support, the Alumni Association remains an integral part of our college community, enriching the educational experience for current and future generations of students.

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

Criterion 6 - 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

Response:

The institute is established under the trust “Beta Educational and Socio Welfare Trust “and managed by the Governing body of the institution. All strategic and other governance is looked after by the Governing body which help the institution to grow by setting values and participatory decision making process. The approach and the work is reflected under the leadership of the management and in sync with vision and mission of the institution.

- ***Vision***

- To emerge as a center of excellence in teacher education by providing best learning platform to produce the best teachers for upcoming needs of the society.

- ***Mission***

- To provide effective teaching environment which promotes a joyful learning situation for the pupils to enhance their competence and knowledge construction abilities.
- To provide support for learning which are well suited to pupils' individual abilities and needs.
- To provide accommodation, resources and facilities which are appropriate to an excellent modern education.
- To prepare dedicated teachers for improvement of the school education system in imparting quality education.
- To assist teachers in understanding principles, techniques, methods, process of teaching and learning.

The institution offers B.Ed. and D.El.Ed course regulated by National Council of Teacher Education (NCTE) under West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTEPA) and earlier under University of Burdwan. All the regulations and norms of the university and the council was followed by the institution properly under the observation of Governing Body of the institution. The body is also looked into the proper implementation of 5 years' strategic plan which is as per with vision and mission of the institution.

The leadership role in GB is played by Principal of the institution. In periodic manner meetings are

conducted with teaching and non-teaching members regarding institutional manner and other issues. Academic calendar is properly followed which was for the affiliated university.

Though the college is very new in the field of education, then also new technology and other modern approach and pedagogy is prescribed for teachers to teach. Smart classroom, power point preparation, 24 x7 wifi facility are provided to make the process smooth. Sometimes online doubt clearing classes are also conducted for slow learners. Research motivation is also provided to all faculty members in terms of participation in various seminar, conference, workshops. Proper research facility is given for them.

Free hostel facility is provided for teacher and students as per their requirement to make the campus vibrant and 24 x 7 working condition.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document

6.1.2

Institution practices decentralization and participative management

Response:

For any institution, distribution of work with responsibility is required as it is very fruitful for equality and making people responsible for work. Hence, decentralization plays an important role for that. It has an impact on policy, planning and management of all processes. In this regard, the organization is very active and involve a culture of decentralization and participative management.

In this regard Governing Body (GB) plays the vital role. The GB through IQAC and with the help of Office of Principal conducted many different seminars, webinars for improvement of the institution. As a part of the process of decentralization, different subcommittee has formed. The list is as follows:

- Admission committee
- Alumni
- Discipline and Anti Ragging
- Examination
- Finance Committee
- Grievance Redressal
- IQAC
- Library Committee
- Magazine Committee

- Purchase Committee
- Sports and Games Committee
- Staff Council
- Study Tour Committee
- Governing Body

These committees are responsible for all kind of decisions under each head.

The Minutes of the meeting conducted by them is placed in front of the management to implement as per the rules and regulations of the appropriate authority.

Apart from this various sub-committee also, mentor-mentee system is there in the institution which will help all students for 1-point solution of their problems. Primarily faculty members are responsible for the same.

Hence all stake holders are involved in the system and their inputs were considered for betterment of the institution.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The institution is under the trust “”, and it is maintaining proper procedure leads to transparency for all functional activities including financial, academic administrative. The organizational activity is reviewed by Governing Body (GB) in day to day functions.

Financial:

The organization has a finance committee approved by Governing Body which is responsible for all financial decisions in the institution. As per the discussion of Finance Committee, all decisions taken in Finance committee sent to GB for approval. Also, actual day-to day expenditures are recorded for proper approval. Salary of staffs are also done through NEFT. Collections of fees are also taken online. The audited balance sheet of the institution is made in proper time accordance to all expenditure incurred. Performance Appraisal Report (PAR) is prepared and submitted in transparent manner which contains

the budget approval. Revenue generation under various heads are also maintained properly.

Academic:

For any academic development like Library, Examination, Research it is discussed in various committees devoted for them. Principal has an important role for that. The principal ensures communications of all development in GB. For example:

1. Discussing future plan of action for various sub committees.
2. Policies, which can be implemented.
3. Various modern approach of teaching and Innovative pedagogy.
4. Fruitful internship and excursion.
5. Different seminars are conducted under various heads.

Administrative:

Administration purpose is also monitored by GB lead by Principal. In administrative activity admission and Scholarship (Fee waiver) is an important aspect. The fee waiver is extremely helpful for students with poor economic condition. All required registers are maintained properly. For faculty member biometric facilities are also there to monitor the attendance. CCTV is installed in the campus for better security.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Beta College of Education is established to promote quality education for poor students with all modern facilities and to give a chance for young teachers and researchers to grow. The institution is functioning keeping in mind the suitable environment for teachers and students for academic excellence and quality modern education which will be future ready. The strategic plan is also focussed on various different parameters as:

- Good Governance

- Enhancement of Teaching-Learning process

(Library facility Ø Vocational training Ø Counselling Ø Competitive examination Ø Computational Lab Ø Smart Classroom Ø Health facility Ø Residential facility Ø Scholarship/ Fee waiver scheme)

- Infrastructural development

(Land and building Ø Drinking water Ø Solar panel)

- Employee empowerment

(Fund/ Grants for research Ø Health facility Ø Residential facility)

Good Governance will help the students and faculty members to boost their confidence for sustainable growth for the organization through vocational training, flexi timing, PF facility etc along with regular education.

In Teaching-Learning process, Library facility is an important part of any organization which is planning to operate 24x7. Counselling Center and Coaching for competitive examination is also in active mode.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

One great example of democratic and accountable leadership is the institutional bodies of Beta College of Education. The institution is headed by the academic and administrative leader of the college, i.e. Principal. He is assisted by the teachers of the college along with all approval from the Governing body of the institution. All rules and regulations prescribed by NCTE and parent university is following strictly along with some other facilities for teachers and students. The Governing Body of the college is constituted as per provisions of the West Bengal Universities and Colleges (Administration and Regulations) Act 2017 and subsequently the rules of the governing body laid are in conformity with the act. The Governing Body constituted includes the following members:

- | | |
|--------------|--|
| 1. President | One of the promoters with academic and administrative experience |
| 2. Secretary | Principal |
| 3. Members | 3 teaching faculty elected from whole time faculty members |

- 4.Members 1 member nominated from State Govt. having Teaching/ administrative experience
- 5.Members 3 members (NOT FROM THE COLLEGE) to be nominated for UG studies (At least 1 woman)
- 6.Members 2 non-teaching members
- 7.Members General Secretary of Student's union

The GB is the supreme authority of the institution and works as per the rules and regulations of NCTE and the affiliated university.

Under GB, there are various committees for the university which will act to look into different matter of the institution. The service rule is governed by the State of West Bengal monitored by GB in the college. Appointment of the faculty members are done as per the rule of the affiliating university which is certified by the university. These appointments are approved also in GB. The institution has a proper organogram mentioned in the institutional website which is making the functioning procedure of the university transparent.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.****Response:**

The institution maintaining proper procedure leads to transparency for all functional activities including financial, academic administrative. The organizational activity is reviewed by Governing Body (GB) in day to day functions. All other committees are formed to maintain the challenges in different sectors and to make the process smooth.

The organization has a finance committee approved by Governing Body which is responsible for all financial decisions in the institution. As per the discussion of Finance Committee, all decisions taken in Finance committee sent to GB for approval. Also, actual day-to day expenditures are recorded for proper approval. Salary of staffs are also done through NEFT. Collections of fees are also taken online. The audited balance sheet of the institution is made in proper time accordance to all expenditure incurred. Performance Appraisal Report (PAR) is prepared and submitted in transparent manner which contains the budget approval. Revenue generation under various heads are also maintained properly.

For any academic development like Library, Examination, Research it is discussed in various committees devoted for them. Principal has an important role for that. The principal ensures communications of all development in GB. For example:

1. Discussing future plan of action for various sub committees.
2. Policies, which can be implemented.
3. Various modern approach of teaching and Innovative pedagogy.
4. Fruitful internship and excursion.
5. Different seminars are conducted under various heads.

Administration purpose is also monitored by GB lead by Principal. In administrative activity admission and Scholarship (Fee waiver) is an important aspect. The fee waiver is extremely helpful for students with poor economic condition. All required registers are maintained properly. For faculty member biometric facilities are also there to monitor the attendance. CCTV is installed in the campus for better security.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The Beta College of Education has accepted their staff as an extended family and cater to them in the best possible way they can. The college try to provide all facilities and support to all employees to improve their professional development as much as they can.

The following measures have been taken for welfare for teaching and non-teaching staffs:

- 1.Free Food and Lodging facility.
- 2.24 x 7 Wi-Fi facility.
- 3.Healthy drinking water facility.
- 4.Advanced amount (as a portion of salary) to faculty members if required.
- 5.Bonus in different festivals.
- 6.Medical facility.
- 7.Flexible leave provision.
- 8.Academic leave for research work.
- 9.Free use of Library resources.
- 10.Faculty members are encouraged to attend different seminars/ conferences and present their research work.
- 11.Monetary help for different seminar / conference.
- 12.Celebration of various commemorative days.
- 13.Recreation activities.
- 14.Involved in various administrative (NAAC/ NCTE/ University) related work to enrich their administrative knowledge.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Institutional Policy document on providing financial support to teachers

[View Document](#)

Data as per Data Template

[View Document](#)**6.3.3****Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.****Response: 0****6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Data as per Data Template

[View Document](#)**6.3.4****Percentage 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****Response: 6.67****6.3.4.1 Total 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 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The institution has a performance appraisal system for Teaching and Non-teaching staff. A robust and good performance appraisal system help the college to grow and to maintain the quality of teaching and non teaching staff. Though the institution has started the journey newly, but it tries to implement the performance based appraisal system for employees. Through this performance appraisal system, all the employees are able to do SWOC analysis for them.

The institution has prescribed performance appraisal fpr teaching staff for the time being. A separate form need to be filled in by each faculty member for the same. The government of West Bengal has devised the self- assessment cum performance appraisal forms for teachers in strict adherence to the API Criteria based PBAS prescribed in the new UGC Regulations.

This performance were scrutinized by IQAC and Office of the Principal and necessary action was taken.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly**Response:**

The institution is very transparent in different financial aspect and conducted financial audit regularly by external agency. From the institution, Management, Principal and Finance committee play and important role for that. Along with that Cashier and Finance department of the institution also is attached closely.

The budget provisions and different tentative heads were decided in every year which is in sync with the strategic plan of the college and as per the requirement. The budget was placed in GB and through discussion is going on for that. The basic expenditure goal is to make provide the students and faculty members more facility to make the institution more vibrant.

The audit for the college is done in two different manners, i.e. internal and external audit. The internal audit was done by the finance committee and Principal based on the need of students, faculty members etc. The external audit was done by external agency which is the Annual Income-Expenditure of the institute. In prior to each session the library scrutinization is going on for buying new books, keeping new Education policy of the country etc.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

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

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The institution has proper mobilization of funds for different purposes of the institution like academic, administrative purposes and mainly infrastructure purpose. The main fund generates for the instituion is from the Fees Collection of students and donation (if any).

The institution has a dedicated finance committee and a team which help the process to become more tranperent. Each year a budget is prepared for the institution and approved by the competent authority.

Following are the expenditure overhead incurred:

- **Maintenance:** The maintenance of all property and infrastructure is an important aspect for any instituion. This involves academic, physical, administrative facilities.
- **Infrastructure augmentation:** The infrstructure need to be modernise as per the present era. Hence due to that, the expenditure can be incurred.
- **Library:** Library books and Journals are one of the main head of expences.
- **Salary Expenses:** Salary per month for all employees are considered under salary expences.
- **Recurring Expenses:** Different recurring expenses like news paper, fuel, beautification are enlisted under this.
- **Financial Support:** Financial Support for different purpose towards employees are enlisted under this.
- **Misselenious Expenses:** Aprt from these mentioned expenses, there are some misselenious expenses which can be there for each year.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

The Internal Quality Assurance Cell (IQAC) is an important mechanism for Beta College of Education. The IQAC is comprises of all different type of stakeholders and all the new academic and administrative initiatives of the organization is routed through IQAC and implemented. IQAC is monitoring all activity of the institution to enhance the quality of each work periodically reviews those.

The faculty and students are encouraged to give importance for using digital or ICT tools to make the system more futuristic. In Library class, sometimes different videos are played to motivate students for online teaching or new pedagogy of teaching.

The feedback mechanism is monitored by IQAC for different stakeholders. Faculty, Students, Employer (Training Schools), Employers, Alumni and the gaps are identified based on their feedback. The feedback mechanism is also enlisted in the Institutional website for more transparency. The performance based appraisal system is also implemented for faculty members, which is also another major initiative by IQAC. The Same format mentioned in UGC is applied and faculty are also getting the vibes of their self-growth.

Apart from that a new initiative is taken by lecture series by IQAC. Some internal faculty member or external members are invited as guest speaker to deliver a lecture for students, Faculty members. Faculty Induction, Students Induction program is also conducted through IQAC. Different policy (Research policy, Professional Body membership, Scholarship policy etc.) are also discussed in the forum of IQAC to make the system more transparent and fruitful for all. The benefit for all faculty and staff like, implementation of Employee Provident Fund(EPF), Health insurance, pay structure modification are discussed in IQAC and implemented by the approval of appropriate authority.

The IQAC also take the initiative to collaborate with different organization or different training schools for various joint programs or social work which is helpful for the society. Implementation of Mentor-Mentee system is also an initiative of IQAC.

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

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Teaching-Learning Process is the backbone for any educational institution. The Internal Quality

Assurance Cell (IQAC) is ensuring to maintain and enhance the quality of the institution through Teaching-Learning Process. The IQAC is looking after the teaching learning pedagogy for faculty members, Library requirements and new initiatives for making the library fruitful for all. For Teaching-Learning Process the following major aspects are looked after by IQAC,

1. Library.
2. Feedback Mechanism.
3. Using of ICT tools.
4. Enhancement of different laboratories.
5. Lecture series.
6. Policy for Research.
7. Policy for Professional Body Membership.

In library, in each year new books, recent policies are added to make it more fruitful for students and faculty members. The reading room of the library is also made more perfect for study.

Feedback mechanism is an integral part of any Teaching-Learning process. The feedback collection, Analysis and Action taken for Students, Teachers, Alumni, Trainee schools are composed under IQAC.

IQAC take the initiative to make ICT tools more often rather than basic teaching-learning process. Students and teachers are encouraged to use more digital tools for day to day basis.

In our organization Psychology lab, Chemistry lab, Physics lab, Geography lab, Mathematics lab, Fine arts room, Music room is present. The IQAC is also emphasizing the upgradation of these labs and extra-curricular activity rooms.

Lecture series is also organised by IQAC of different topics to enhance the teaching-learning process.

For the teaching-learning procedure, research is also an integral part of it. For research oriented activity flexibility is required to perform that. A research policy is present in our organization, decided in IQAC as a solution for the purpose. The IQAC is also looked after the policy for taking membership for faculty members for different professional body of their choice.

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

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 6.8**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
12	6	0	6	10

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

6.5.4**Institution engages in several quality initiatives such as**

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5**Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives****Response:**

The basic purpose of establishing the Office of Quality Assurance and Accreditation is to maintain and enhance the quality of different aspects of an organization. Through different IQAC minutes, the IQAC reviews and take necessary steps to improve the quality of the organization through Academic, Administrative, Research, Governance improvement and policy. Few major steps of IQAC towards these are:

- 1.Feedback system.
- 2.Fixing the Goal of the institution through Vision and Mission.
- 3.To emphasize more use of ICT tools.
- 4.Wi-Fi / LAN facilities for smooth functioning.
- 5.Enhancement of the Library books/ Policies/ Journals.
- 6.Collaboration with other institutes for social work and others.
- 7.Organizing more Seminar or lecture series.
- 8.Different Policies for Research and Innovation.
- 9.Submission of Institutional data to AISHE portal.
- 10.Infrastructure development.
- 11.Appraisal system for faculty members as per UGC regulation and analysis for the same.

The IQAC is looking into all these through periodic meeting and there is no compromisation of the quality for these. Apart from these all new initiatives are routed through IQAC and getting officially certified for implementation.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements. Trainees and staff of our college have been successful in preparing seminar presentations on ways of energy conservation.

The institution tries its best to adhere to the energy conservation policies as laid in our institutional guidelines. The Institution has installed solar panels to save electricity. The college is in the process of installing more solar panels within the campus, to save electricity. The Institution has a green generator and LED lights have been used in different places. The issue of energy conservation is seriously discussed in the various meetings of the faculty and brainstorming discussions on ways of saving energy like the teaching and non-teaching staffs of this college make sure that all the lights, fans, air conditioners and computers are switched off when not in use. We give preference to manual equipment rather than electrical ones. The back side of used pages are reused for official works. All rough works are done in these unused pages thus saving papers, and thus conserving energy resources.

File Description	Document
Institution energy policy document	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Improved waste management gives a better quality of life; it improves the hygienic conditions of the college campus and reduces the health risks caused by vector borne diseases. Proper waste management has a positive impact on the environment of the college. There are many methods available to dispose off the solid waste. Some of the most commonly used methods in our college are- **1.Landfills:** Throwing daily waste /garbage in the landfills, which eliminates odours and dangers of waste.

2.Composting: The remains of the dead plants and kitchen waste from the hostel and canteen is turned into nutrients rich food for plants in the form of compost.

3.Recycling: Old batteries, computers and wires are segregated and sold off at regular intervals. The college repairs the old broken items instead of buying new ones. Faculty and college students are

motivated to segregate plastic from normal waste and dispose of it accordingly. Regular waste management is done by selling off the unwanted material to the local kabadiwallahs.

We at our college are trying our best to discourage the use of plastic materials within the college campus. The faculty and the staff of the college are encouraged to carry their own water bottles instead of using single use plastic water bottles. We discourage students from using plastic materials in the campus rather we emphasize on using alternative material like paper and jute bags. This small behavioural change in the student and staff of our college ultimately leads to a clean and green environment inside the college campus.

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

7.1.3

Institution waste management practices include

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: C. Any 2 of the above

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission", Beta College of Education is always committed to maintaining a clean college environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

- Provide door mats in each class.
- Keep trash bins in each working station and class.
- Start recycling practices in the college
- Encourage students and teachers to keep things away immediately after use.
- Organize cleaning day events like Swachh Bharat.
- Clean the campus facilities frequently.
- Hire a professional cleaning team.

Sanitation:

- Personal hygiene
- Safe drinking water
- Toilet/human excreta disposal
- Disposal of waste water
- Solid waste management
- Environmental sanitation

Green Cover:

We are endorsing and enforcing measures to make the College a carbon negative campus using the following:

1. Tapping Solar Energy: The College has plans to install in house solar plants and create sustainable

energy for the requirement of the campus.

2. Rainwater Harvesting: In another step towards the preservation of the intricate water table in the college, building have been made compatible for rain water harvesting. We are positive that the rain water harvesting method employed by us will be the guiding light for others.

3. Utilizing Natural Light: The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

Pollution Free Healthy Environment:

- Use Reusable Water Bottles and Coffee/Tea Cups
- Recycle and Compost.
- Waste control chemicals and e-waste management
- Use of LED bulbs in college
- Dustbins on the Premises
- Waste control in entire campus
- No use of plastic in campus
- Use of dust proof chalks in classrooms
- Minimum use of Photocopy/Printing

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The Location of the institution has an advantage. Banking sectors, Bus route, Railway station are nearby located to the institution. The nearby airport is Kolkata International Airport which is of 1.5-2 hr duration from the college. The main shops, market, health care center are also nearby. Doctors are also available all the time.

Leveraging Local Resources:

The institute are properly utilizing the local resources for the sustainable growth of the organization where a collaborative activity environment is also buildup by the college.

The institution believes in collaborative growth of the society, not only for the organization. As an initiative the local academicians are involved mainly for various curricular and co-curricular activities.

The trainee students are assigned to nearby schools for school internships. The institution visits in many local place for social campaigning and other activities for social work. The institute regularly conduct seminar/ webinar and all other nearby educational institutions are invited. In the college managing committee or different body, members from local body are actively participated.

The college had taken an active part in various Government initiative. The College premises is being used by Govt. of West Bengal (Duare Sarkar, Police Camp for Election camp etc.) which is basically used for local people benefit.

Blood donation camp, Free health Checkup is conducted for Local people with collaboration of “Golden Touch health care pvt. Ltd.”

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

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1.Code of Conduct is displayed on the institution’s website**
- 2.Students and teachers are oriented about the Code of Conduct**
- 3.There is a committee to monitor adherence to the Code of Conduct**
- 4.Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practice-1: Continuous Evaluation of Teaching-Learning has been started since the beginning of the academic session during which various methodologies have been used by the teachers in their classes.

Goals: The basic objectives of this practice are to develop 3 – domains of the students;

1. Cognitive Domain is to develop the intellectual skills such as critical thinking, problem solving together with to create knowledge-based ability of the students.
2. Psychomotor Domain is to develop the motor skills like physical movement and co-ordination of organs that finally enhances precision, procedures and techniques executed by the students.
3. Affective Domain includes attitudes, values, norms and ability to appreciate that starts with receiving information and develops value-based behavior and activity of the students.

The Context: The primary point of such activities is to manage the classroom in a friendly but governing manner as well as to promote joyful learning.

The Practice: Different teaching methods have been applied in the classrooms like -

1. Chalk and Talk's.
2. Use of IT like Smart class and Projector.
3. Group discussion.
4. Debates.
5. Elocution.
6. Workshops.
7. Quiz Contests.

8. Internet and You tube links.

In this context the techniques of evaluation were

- Viva.
- Class test.
- Unit test.
- Block test
- Practice Micro Teaching & Macro teaching and
- seminar speech in suitable areas of events and times.

Evidence of Success: All these practices encourage the trainee. Students to have close proximity with their institutions in academic programs, co-curricular and extracurricular activities.

Problems Encountered: Insufficient student attendance sometimes and management of field – base practicums due some other unforeseen reasons.

Best Practice-2: Remedial Coaching is mainly for slow & poor learners.

Goal: The objective of remedial teaching is to provide additional help to learners fallen behind because of certain circumstances. To identify the slow and poor learners and at first to help and guide the slow learners so that they can overcome the hardships.

The Context: Class teachers arrange class tests to identify slow learners and then arrange suitably remedial classes in weekly routine to help those students. Naturally, slow and advanced learners are found in every class.

Measures: Special classes, Extra notes, Revision classes, **Motivational classes**, Extra class tests, Group discussion and **psychological counseling** are used to help both types of learners.

Evidence of Success: The attendance of students in remedial classes, class routine of remedial classes, photos of class- demonstration explain that we are on the right track.

Problems and Resources required: The basic problem is that advance learners and often slow learners too do not show their willingness to attend extra remedial classes. Some physical facilities seem to be insufficient.

It has been observed that after conduction that remedial classes on different subject most of the students are updated who can participate in writing in college Magazine, wall Magazine and enable to speak on debate, elocution etc. providing their improvement.

Advance learners are groomed to face interview for observation indifferent services arrange by carriers and placement cell or organized otherwise.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

The vision of the institute is **“To emerge as a center of excellence in teacher education by providing best learning platform to produce the best teachers for upcoming needs of the society”**. Which means the educational institute will be the aiming to be one of the center of excellence in the domain of teacher education which will be at par with the present societal status. The college has a large number of student from very poor financial background. The college is determined to put forward the helping hand toward them by different measures.

Through the mission the institution is trying

- To provide effective teaching environment which promotes a joyful learning situation for the pupils to enhance their competence and knowledge construction abilities.
- To provide support for learning which are well suited to pupils’ individual abilities and needs.
- To provide accommodation, resources and facilities which are appropriate to an excellent modern education.
- To prepare dedicated teachers for improvement of the school education system in imparting quality education.
- To assist teachers in understanding principles, techniques, methods, process of teaching and learning.

Along with different Academic goal, one of the main thrust area is to fulfil the basic need of a human being by Food, Accommodation and Health check up. As a part of the college vision and mission, it helps the student’s accommodation and food free of cost along with free health check up.

At Beta College of Education it is called “Manobikota”

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

Beta College of Education was established in 2017 as per guide lines of NCTE (National Council of Teacher's Education) and was affiliated to the then University (The University of Burdwan). At the very beginning the concerned Trust “ Beta Education and Welfare Trust “ and main core committees like Governing Body, Academic Council,,etc. suggested some guide lines for immediate implications of the ideas, rules and resolutions. Not only the physical structure but in aiming the welfare of the community of the local area, the Institution is running to its best performances in every respect. We emphasized mainly the Teaching- Learning – Evaluation of the Courses catering quality services to the students involving stakeholders to reach its excellence.

We take the measures through e-governance from admission of students to distribution of passout certificates and marksheets, conduction of on-line classes and examination particularly during Pandemic Covid-19, Webinar, Mentoring of students,etc. We take special care of financially poor students providing them scholarships and concession of fees. Office machineries are handled by expert personalities who cater a sweet transaction with students and staff. Employees of other levels like sweepers, scavengers, cook , gardener ,office peon and electrician, etc. gladly dedicate their services.

As per guide lines of the Governing Body we plan to have 4-year integrated courses from the next academic session. After accreditation by NAAC, we plan to introduce M.Ed and some other Master Degree Courses in near future. At the same time we want to increase intake capacity in all the courses. Budgetary provisions are there in every year for proper maintenance and running of the college. WE are indebted to our Hon'ble Chairman Sir for his continuous inspiration and love to all of us. We are thankful to the Dr Baba Saheb Ambedkar Education University as well as NCTE for their co-operation and suggestion.

Concluding Remarks :

This institution follows the vision of Hon'ble Chairmain and other members to produce one of the best teacher education institution in the whole country. The instituion progressively changes its dynamics to match the modern era of education world. Being situated in the rural area of West Bengal, this institution is trying to make the real impact by producing future teachers through its modern teaching learning methodology, infrastructure and efficient staff.

On the way of preparation for NAAC, we feel pleasure to study and assess ourselves through satisfactory contributions from all stakeholders concerned.

The governance system at Beta College of Education , institutional structures and processes are found on a high degree of autonomy and transparency.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input is edited from clarification documents .</p>																				
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Input is edited from clarification documents .</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>30</td> <td>24</td> <td>23</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>20</td> <td>18</td> <td>17</td> <td>14</td> </tr> </tbody> </table> <p>Remark : Input is edited from data template.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	37	30	24	23	31	2022-23	2021-22	2020-21	2019-20	2018-19	21	20	18	17	14
2022-23	2021-22	2020-21	2019-20	2018-19																	
37	30	24	23	31																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	20	18	17	14																	
2.2.2	<p>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</p>																				

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : Input is edited from clarification documents .

2.3.2 **Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**

2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	13	13	13	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	00	00	00	00

Remark : Input is edited from clarification documents.

2.3.4 **ICT support is used by students in various learning situations such as**

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

	Remark : lack of supporting documents .
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Provided supporting documents are not visible and the clarification documents are not working ,input is edited accoding to it.</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input is edited from supporting documents .</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p>

1. Preparation of lesson plans
2. Developing assessment tools for both online and offline learning
3. Effective use of social media/learning apps/adaptive devices for learning
4. Identifying and selecting/ developing online learning resources
5. Evolving learning sequences (learning activities) for online as well as face to face situations

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : Input is edited from clarification documents .

2.5.3 **Average teaching experience of full time teachers for the last completed academic year.**

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

Answer before DVV Verification : 77.1

Answer after DVV Verification: 78

Remark : Input is edited from 2.1. EP

2.6.2 **Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input is edited from supporting documents .

2.7.2 **Average pass percentage of students during the last five years**

2.7.2.1. **Total number of students who passed the university examination during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	49	49	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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50	50	49	49	49
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3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	01	03	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	02	0

Remark : Input is edited from data template considering only the link provided papers .

3.3.1 Average number of outreach activities organized by the institution during the last five years..

3.3.1.1. Total number of outreach activities organized by the institution during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	0	6	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	0	5	8

Remark : excluding awareness programs input is edited .

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Answer before DVV Verification : 7

Answer after DVV Verification: 4

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

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

Answer before DVV Verification : 8

Answer after DVV Verification: 0

4.1.2.2. Number of Classrooms and seminar hall(s) in the institution

Answer before DVV Verification : 8

Answer after DVV Verification: 1

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17.02	0.16	2.08	5.003	2.93

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19.29	18.87	17.48	15.88	12.24

Remark : Input is edited from clarification documents.

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

1. Relevant educational documents are obtained on a regular basis
2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: E. None of the above

Remark : As per sop input is edited .

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24.36	16.97	6.65	10.17	10.99

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24.36	23.61	6.65	10.17	10.99

Remark : Input is edited from clarification documents .

5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <ol style="list-style-type: none"> 1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input is edited from clarification documents .</p>
5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above</p>
5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students

4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input is edited from clarification documents.

5.1.4 **Institution provides additional support to needy students in several ways such as:**

1. **Monetary help from external sources such as banks**
2. **Outside accommodation on reasonable rent on shared or individual basis**
3. **Dean student welfare is appointed and takes care of student welfare**
4. **Placement Officer is appointed and takes care of the Placement Cell**
5. **Concession in tuition fees/hostel fees**
6. **Group insurance (Health/Accident)**

Answer before DVV Verification : B. Any 3 or 4 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input is edited from clarification documents

5.2.1 **Percentage of placement of students as teachers/teacher educators**

5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	8	3	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	1	0	0

Remark : Input is edited from clarification documents .

5.2.2 **Percentage of student progression to higher education during the last completed academic year**

5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.**

Answer before DVV Verification : 37

Answer after DVV Verification: 23

5.2.2.2. Number of outgoing students progressing from PG to M.Phil.

Answer before DVV Verification : 0

Answer after DVV Verification: 0

5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D.

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark : Input is edited from clarification documents as 5 certificates are from 23 -24 session .

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	3	11	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	1	0

Remark : Input is edited from clarification documents .

5.3.2 Average number of sports and cultural events organized at the institution during the last five years**5.3.2.1. Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	0	06	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	01	1

Remark : Input is edited excluding days .

5.4.2 Alumni has an active role in the regular institutional functioning such as**1. Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : Input is edited from clarification documents .

6.2.3 **Implementation of e-governance are in the following areas of operation**

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input is edited from geo tagged photographs .

6.3.4 **Percentage 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**

6.3.4.1. **Total 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 during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	4	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	0	0

7.1.3	<p>Institution waste management practices include</p> <ol style="list-style-type: none"> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input is edited from the documents .</p>
7.1.9	<p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <ol style="list-style-type: none"> 1. Code of Conduct is displayed on the institution's website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff

are organized periodically

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input is edited considering 1 and 2 points.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>99</td> <td>100</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	50	50	50	50	50	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	99	100
2022-23	2021-22	2020-21	2019-20	2018-19																	
50	50	50	50	50																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	99	100																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>23</td> <td>23</td> <td>23</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	23	23	23	23	23	2022-23	2021-22	2020-21	2019-20	2018-19	25	25	25	25	25
2022-23	2021-22	2020-21	2019-20	2018-19																	
23	23	23	23	23																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
25	25	25	25	25																	
2.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	8	13	13	13	13	2022-23	2021-22	2020-21	2019-20	2018-19	8	13	13	13	13
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