SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BALURGHAT B.ED. COLLEGE

MANGALPUR DAKSHIN DINAJPUR
733101
www.balurghatbedcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Balurghat B.Ed. College is a self-financed, non-aided, non-government college of education. It is managed by Balurghat Educational Promotion and Welfare Trust. The college has been set up to provide quality teacher education to prospective teachers of the district as well as of the state. It is situated in the central point of Balurghat, the district town of Dakshin Dinajpur, West Bengal.

The college was set up in 2004 to provide teacher education to prospective teachers mainly to those who belong to the disadvantaged class of people. Its mission is purely the promotion of quality teacher education with no profit making intension of purpose. Its sole mission is to enhance and upgrade the quality of teacher education to produce quality teachers for the society.

The college is NAAC Accredited-B purely private co-education college, listed under UGC 12(B) & 2(F) with recognition by NCTE and affiliation first to the University of North Bengal, then to Gour Banga University, Malda and presently to Baba Saheb Ambedkar Education University (Erstwhile The West Bengal University of Teachers' Training, Education Planning and Administration), 25/2 & 25/3, Ballygunge Circular Road, Kolkata-19

Vision

1. To develop an understanding of academic content at a higher level by weaving 21st century interdisciplinary themes into core subjects;

2. To develop learning and innovative skills among students and teachers; To equip teachers and students with research-driven instructional practices;

3. To foster life skills and work place skills among students and teachers;

4. To empower teachers and students with knowledge, skills and attitude required to create inclusive and multicultural learning environments; To instill among the students and teachers the civic virtues and the spirit of giving back to the society multifold.

5. To inculcate moral values and professional ethics in teachers and students.

6. To strengthen students' national spirit to achieve the goal of clean, corruption free nation.

Mission

The mission behind the college is to impart quality teacher education to prospective as well as in-service teachers not only of the district but of North Bengal as well

with the firm aims to educate and train them to play meaningful and effective role in the classroom and to generate quality devoted teachers to give quality education to pupils in the classrooms. The vision of the college founding team is to ensure and provide them quality teacher education and training so as to enable them to produce quality students to achieve quality national education which is essential for national development in all domains. Students are additionally trained to play constructive roles as responsible members of the society as well as dutiful and responsible citizens of India.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The Balurghat B.Ed. College has been providing quality teacher education to prospective teachers from across the state with high appreciation from all rank and strata of the society. It is administered by a well constituted Governing Body with the permanent principal looking after actively academic and general administration of the college. The infrastructure of the college draws admiration from all competent inspecting and visiting teams. The buildings including classrooms, rich library, electronic teaching facilities and various cells to look after students interest and to propose further development of the infrastructure of the college attract students from different parts of the state to receive teacher education in the college. In addition to it the administrative staff of the college is well trained, well behaved and highly disciplined.

Institutional Weakness

The college does not get any financial support from any agencies of the Government. It has to face financial crises to run the college as students tuition fees are the only financial source of the college.

Institutional Opportunity

The college provides information and guidance to students on a regular basis for higher education and research programmes in the field of teacher education. It also help the students for preparation for job oriented programs for recruitment in schools and colleges. In addition to it, the college provides support to them for skills development.

Institutional Challenge

To properly groom the students for NET and SET programmes as well as for research fellowship programmes is the major challenge of the college. The college is also trying its best to obtain permissions from the affiliating university to introduce the course of research programmes of the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since Balurghat B.Ed. College is affiliate to Baba Saheb Ambedkar Education University, it has to adopt and follow the curriculum framed and introduced by the University for Teacher Education for B.Ed. and M.Ed. programmes.

Teaching-learning and Evaluation

The Balurghat B.Ed. College believes in teaching to the student in a friendly manner. It monitors the evaluation of the teaching learning process on regular basis with the principal of the college heading and reading the monitoring team for effective implementation of the curricula of the two teacher education programmes. It maintains a healthy student-teacher ratio of 1:25 with all the sanctioned faculty positions being filled by teachers having minimum NCTE and UGC qualifications. The students' progress is regularly accessed and evaluated and remedial classes are held to support weak students.

Infrastructure and Learning Resources

The infrastructure of Balurghat B.Ed. College Balurghat B.Ed. College has sufficient infrastructural facilities and learning resource. It's Built-up Area (in sq.mts.) is B.Ed. block: 2616.63 sq.mtrs., D.Ed. block : 1434 sq.mtrs., M.Ed. block : 1758.66 sq.mtrs. There are different laboratories as per the NCTE norms. The college ensures that the learning resources are readily available for the students. Therefore, time to time, it is being monitored.

Student Support and Progression

The Institution displays proactive concern for the progress of its students and supports them in their endeavors. They are assisted in securing Government-provided scholarships and free ship facilities, at the National and State levels. The Institution has also instituted various prizes for meritorious students. In an attempt to enhance the capabilities of students, career and personal counseling are provided. The College has a duly-elected and active Students' Council which meets regularly, deliberates upon various issues, and, under the guidance of the faculty, organizes events of varied nature. Remedial coaching is provided on a need-basis while bridge courses are conducted to fill in gaps in the curriculum. Students often participate in inter-collegiate cultural events in Goa and elsewhere with highly commendable results

Governance, Leadership and Management

The success and effectiveness of the educational endeavours at Balurghat B.Ed. College are the fruits of the symbiotic collaboration of its sagacious Management, its forward-looking and hardworking Principals, its competent, dedicated and qualified faculty, and its tirelessly-striving non-teaching staff. Their cohesive efforts are supplemented by the parents and alumni. This harmonious and single-minded definiteness of purpose ensures activities which are geared towards the realization of the goals encapsulated within the Vision and Mission Statements.

Institutional Values and Best Practices

Balurghat B.Ed. College is ever-responsive to challenges and issues arising from the rapidly-evolving national and global scenarios. Towards this end, the Institution regularly organizes programmes in order to instill and foster gender equity and sensitivity. Various measures are implemented to ensure safety and security on campus. The Institution celebrates various days of national and international importance with great patriotic

fervor.

Research and Outreach Activities

The faculty members are found interested in attending national and international seminars and refresher courses as held time to time by various institutions of higher education. The Principal of the college is a scholar and has commendable knowledge in various domains of knowledge and education. She is recognized as a Ph.D. Research Supervisor and Adjunct Prof. Mahatma Gandhi University, Meghalaya. She also acts as supervisor for IGNOU learners in the guidance and preparation of dissertation. She is also an approved Evaluator and Academic Counsellor of IGNOU. The college also crated a Research Cell, BoS for M.Ed. dissertations and other related research work and publications.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BALURGHAT B.ED. COLLEGE
Address	MANGALPUR DAKSHIN DINAJPUR
City	BALURGHAT
State	West Bengal
Pin	733101
Website	www.balurghatbedcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bobby Mahanta	03522-259179	9434963214	03522-271515	balurbedcollege@gmail.com
IQAC / CIQA coordinator	Shovan Ghosh	03522-255179	8768971030	-	shovan.phys86@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 minroity institution	No

Establishment Details

State	University name	Document
West Bengal	Baba Saheb Ambedkar Education University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	11-06-2010	[View Document](#)
12B of UGC	21-12-2016	[View Document](#)

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](#)	31-07-2006	2024	The college submitted the revised copy of the recognision order of NCTE in the IIQA

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	MANGALPUR DAKSHIN DINAJPUR	Rural	2.27	5809.29

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	Bachelor Degree or Masters Degree	English,Bengali	200	200
PG	MEd,Med,	24	BEd or BA BEd. or BSc. B.Ed. or B.El. Ed. and D.El.Ed. wiith graduation	English,Bengali	50	50

Position Details of Faculty & Staff in the College

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				2				37			
Recruited	2	1	0	3	2	0	0	2	30	7	0	37
Yet to Recruit	0				0				0			
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				16
Recruited	15	1	0	16
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				1
Recruited	1	0	0	1
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

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Permanent Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	1	0	0	2	0	0	0	0	0	3
Ph.D.	2	1	0	2	0	0	2	2	0	9
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	2	1	0	2	0	0	30	7	0	42
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

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Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	Others	Total
	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	26	47	0	0	73
	Female	57	50	0	0	107
	Others	0	0	0	0	0
PG	Male	34	2	0	0	36
	Female	34	0	0	0	34
	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	29	14	24	12
	Female	37	25	28	25
	Others	0	0	0	0
ST	Male	12	4	12	48
	Female	20	7	23	54
	Others	0	0	0	0
OBC	Male	17	17	25	20
	Female	34	25	24	21
	Others	0	0	0	0
General	Male	34	25	28	21
	Female	67	58	76	49
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		250	175	240	250

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP)–2020 highlights on overall personality development of individual by inculcating 21st Century education skills to learners. The NEP–2020 mentions that "Education would be aimed at developing all capacities of human beings – intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner". The college aims at developing learner's social and academic maturity to accept life's challenges, building their understanding, and learning from their errors. It adopts the approach that seeks to fully activate all aspects of the learner's personality (intellect, emotions, imagination, body) for more effective and comprehensive learning. A specialized

	program on research be designed for up-gradation of research work relating to dissertation in the M.Ed. programme.
2. Academic bank of credits (ABC):	The duration of B.Ed. and M.Ed. program is two academic years consisting of 4 semesters. The academic year commence from July 1st of every year. Each semester is for 6 months duration including regular classes, assignments, practice teaching and examinations. B.Ed. Semester – I Total Marks is 500 (Theory = 325, Engagement with the Field = 175) and the Credit is 13+7 respectively. B.Ed. Semester – II Total Marks is 500 (Theory = 325, Engagement with the Field = 175) and the Credit is 13+7 respectively. B.Ed. Semester – III Total Marks is 500 (Theory = 50, Engagement with the Field = 450) and the Credit is 2+18 respectively. B.Ed. Semester – IV Total Marks is 500 (Theory = 300, Engagement with the Field = 200) and the Credit is 12+8 respectively. M.Ed. Semester – I Total Marks is 500 (Theory = 400, Practicum = 100) and the Credit is 16+4 respectively. M.Ed. Semester – II Total Marks is 500 (Theory = 400, Practicum = 100) and the Credit is 16+4 respectively. M.Ed. Semester – III Total Marks is 500 (Theory = 400, Practicum = 100) and the Credit is 16+4 respectively. M.Ed. Semester – IV Total Marks is 500 (Theory = 400, Practicum = 100) and the Credit is 16+4 respectively. Since the college is affiliated to Baba Saheb Ambedkar Education University, Kolkata and follows the rules and guidelines as pointed out in the curriculum and syllabi of the two teacher education programs offered by the college, it provides the maximum possible facility to the students so that they can effectively learn and understand the program of teacher education. The entire curricula of the two programs are effectively explained to them and their feedback of understanding is regularly reviewed. The college asks the students to avail themselves of several benefits of multiple entries and multiple exits of their respective programs.The NEP 2020 stresses comprehensive development of students with special respect to physical, intellectual, academic, emotional, and professional developments. Accordingly the college, apart from the prescribed curricula for the two teacher education programs, introduces some additional programs in line with the university instruction so that they prove to be very effective and

	meaningful. In this respect the initiative of the college is but the addition of some programs to the curricula.
3. Skill development:	National and regional festivals are celebrated to inculcate constitutional and cultural values. Various programmes are held to develop the sense of true human values among the students. Programmes are held to strengthen students' moral and ethical feeling and elevate their moral character. Programs are held to infuse into the students the traditional concepts of love, truth, non-violence and peace. Activities such as debate, essay writing, elocution drama, dance etc are conducted on themes like communal harmony and human rights to develop humanitarian values. Values are inculcated in students as they are made to participate in activities related to cleanliness. They are provided with knowledge about hygienic life style. In addition to these, programmes on various aspects of our Constitution are held to let the students know about their rights and duties. The students are made to opt for Vocational & Work Education courses during the end semester i.e Semester IV. The course code for the B.Ed. program is 1.4.10.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian ancient historical background and cultural history and also ancient Indian philosophy of education have been included in our curricula for the two teacher education programs (B.Ed. and M.Ed.) offered by the college as prescribed by the affiliating university. Indian knowledge of culture and basic Indian philosophy of life have been integrated in the courses we are teaching the students. During classroom teaching references are made to clarify the ideas in an attempt to integrate our knowledge system with that intended to bring to the students through the two courses of teacher education. In addition to it, practical programs through organization of several cultural events are held as one of the strategies for integration of Indian culture with that as prescribed in the syllabi of the two courses. Indian knowledge system has base in Vedic literature and the hidden curriculum of ancient Vedas are extracted and explained from music, words, abhinaya which explain stimulus variation skills, facial gestures and body postures. Bharatas concepts are brought in choreography. The classical languages talked in these areas are researched and role analysis is done whereby the student teachers improvise a play from

	the content of the school text books and present it through visual arts and crafts or performing art.
5. Focus on Outcome based education (OBE):	Balurghat B.Ed. College continues to take special initiatives to perfectly transact the curricula for the two teacher education programs (B.Ed. and M.Ed.) so that the goals and objectives of the two programs are achieved. It organizes various programs in line with the curricula in order to provide practical and firsthand knowledge to the students so that they are able to internalize and store permanently their leanings or knowledge in their minds. Their learning is also regularly evaluated on the basis of feedback collected from them through various devices and strategies. This is to review the outcome of the education the students are getting and storing in their minds. The college adopts the process of Outcome Based Education. The faculty plans to formulate course outcomes for their respective courses and mapped with programme outcome and programme specific outcome. Focus group discussions and case studies were used for participatory learning.
6. Distance education/online education:	New technologies involving artificial intelligence, machine learning, block chains, handheld computing devices, and adaptive computer testing devices for students will be introduced shortly in our institution. Use of integration of technology to improve multiple aspects of education will be supported, adopted and provided to students.The covid-19 pandemic situation had forced educational institution to have a definitive program for online education. Our college had used the opportunity and potential of our faculty and infrastructure in offering the courses through online platforms. The students were made aware of the policy and recommendations in relation to distance education as well as online education as stated in NEP-2020.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Cub/Cell exits in the college and it is functioning.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes, the student coordinator and coordinating faculty members are appointed by the college and the

whether the ELCs are functional? Whether the ELCs are representative in character?	Electoral Literacy Cub/Cell is functioning properly. This club member represents students, faculty members, non-teaching staff and other stakeholders associated with the college.
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.	The Electoral Literacy Club/Cell has undertaken several programs to make backward people in the society conscious of the value of democracy and the importance of spontaneous participation in electoral process to elect their representatives as per their choice. The students organized participation-in voting process-awareness program in remote areas of the districts to ensure mass participation of first voter's in election.
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.	The college has organized various programs to highlight democratic values and spontaneous participation in the electoral process in all types of elections before people in general and people of backward classes in particular.
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.	The college observes in a befitting matter the national Election Day with the particular aim to inspire the students of 18 years of various educational institutions to get their name enrolled in the electoral roll. The college teams consisting of students headed by faculty members visit such institutions to create awareness of this matter among the students.

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
474	493	418	425	469

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
250	250	250	250	250

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
164	136	91	155	118

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
211	240	167	242	215

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
184	239	267	242	215

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
224	250	243	175	250

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
42	41	38	42	42

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
42	42	42	42	42

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
163.16	34.21	102.59	9.5	10.85

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

3.2

Number of Computers in the institution for academic purposes..

Response: 57

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:

Balurghat B.Ed. College is run systematically with well experience and adequately qualified teachers as per requirement as guideline by NCTE. The Principal of the college leads the leading role in planning, reviewing and revising the curriculum in order to adapt it to the local context so that the students get highly motivated to follow and derive the cream message and knowledge from it. At the beginning of every academic session the principal holds a full meeting with the teachers in the presence of Governing Body members to discuss and resolve how to plan and implement the curriculum in a proper way so that the students are able to reap the maximum benefits and enrich themselves to the best possible extent which is essential for every students to become quality teacher in future and effective teacher in the classroom. The curriculum planning and implementation programme adopted by the college is divided into by monthly period. The principal set the time bound for effective reviewing and revising the curriculum so that instructions is accordingly imparted to the students as per the programme. The curriculum is minutely studied by the teachers who place their study report of planning and implementation of curriculum to the principal who leads the entire programme to become a success. The college plans the following activities and stresses their effective implementation with the sole aim to make teacher education meant for the students of the college meaningful, effective and highly efficacious.

Since the college is affiliated to the West Bengal University of Teachers' Training Education Planning and Administration, West Bengal it follows the curriculum of teacher education as prepared and circulated by the university. One academic year of the 02 year teaching education programme include 02 semesters. The college plans the content items in the curriculum within the period. For effective teaching of the content item of the syllabus teachers are instructed to prepare lesson plans against each class and there is a committee with a senior experienced teachers to which lesson plans are submitted at least one day ahead of the date of teaching. The committee headed by the principal study each and every lesson plans and suggest, if required, some instruction to make the lesson plan effective and easy learning oriented. This process continues in each semesters. The college attributes great importance to the internship programme and train the students how they effectively participate in the program to acquire direct knowledge about classroom teaching. The students also time to time informed and trained how to play effective role in social cultural development of their respective localities and how to observe and celebrate national programs as announced by our regional and national government. Finally the evaluation committee headed by the principal explores and examines of all the activities on the year end basis.

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](#)
Paste link for additional information	[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 Progammes 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
Paste link for additional information	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: 63.57

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
18	18	17	18	18

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
28	28	28	28	28

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](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 3.6

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
07	05	06	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	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: 24.7

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
388	85	90	00	00

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

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: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[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	00	00	00	00

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[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 fundamental or coherent understanding of the field of teacher education**

The curriculum followed by the college for the B.Ed. program is framed by the affiliating university. It has stressed quality teacher education for prospective teachers to become quality teachers in school education in future. The curriculum focuses on the development of language skills, skills in specialized areas, understanding of child psychology, effective pedagogical techniques, training in classroom management, and proper evaluation skills of teachers. In addition to these the curriculum aims at imparting knowledge for effective planning of lessons for classroom teachings and their proper implementation.

- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**

The curriculum aims at strengthening the knowledge of the students for B.Ed. program of different subjects meant for school education. It aims at developing language skills – listening, speaking, reading and writing. It stresses the development and enhancement of teachers knowledge of different social science and science subject including mathematics. Besides the curriculum contains technical skills developmental programs for teachers to be effective in classroom teaching according to their choice of specialization.

- **Capability to extrapolate from what one has learnt and apply acquired competencies**

The curriculum provides for computer skill development, knowledge of child psychology, philosophy of education, general educational psychology, pedagogical techniques, vocational skills and also value based subjects. The knowledge and skills meant for the students of the B.Ed. program as per the curriculum will enable teachers to acquire competencies which they will apply in classrooms to fully satisfy the needs and curiosity of the students.

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

The curriculum meant for the B.Ed. program is rationally framed to develop psychological competencies in the students individually. The course item contains topics like emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others which will train the teachers to acquire competency in school governance, classroom management, effective presentation of knowledge as per students need and to know the basic principles of how to create and imbibe in students the strong feel of cooperation and collaboration among themselves to achieve excellence.

- **Capability to extrapolate from what one has learnt and apply acquired competencies**

The curriculum provides for computer skill development, knowledge of child psychology, philosophy of education, general educational psychology, pedagogical techniques, vocational skills and also value based subjects. The knowledge and skills meant for the students of the B.Ed. program as per the curriculum will enable teachers to acquire competencies which they will apply in classrooms to fully satisfy the needs and curiosity of the students.

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

The curriculum meant for the B.Ed. program is rationally framed to develop psychological competencies

in the students individually. The course item contains topics like emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others which will train the teachers to acquire competency in school governance, classroom management, effective presentation of knowledge as per students need and to know the basic principles of how to create and imbibe in students the strong feel of cooperation and collaboration among themselves to achieve excellence.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	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:

The school system for school education was introduced by the British Government in India. This system replaced the old system of education in which students were imparted basic education in one teacher run small vidyalaya. Here Sanskrit education and education on religious teaching were imparted to the learners. The British system of school education revolutionist the whole education system in India and school education was first divided into Basic education upto class 5 and secondary education up to class 10. Some schools introduced higher secondary education up to class 11. Later on the school education was more systematized and divided into three phases of school education i.e. Primary education up to class IV, Secondary education up to class X and Higher Secondary education up to class XII. Presently some changes have been brought to school education which consist of 8 year Elementary Education (up to class VII), 2 year Secondary Education (up to class X) and 2 year Higher Secondary Education (up-to class XII). For the school education of the children belonging to the minority community (Muslim) Madrassa education system was introduced but the basic structure of school system remain the same.

Primary education is controlled by the Primary Education Board. Similarly the Secondary and Higher Secondary School Education are controlled by 2 separate board or councils. In the case of national system of school education two separate boards have been formed to control national school education. These two boards of school education are known as CBSE and ICAC which follow the same basic structure of school education.

The boards under the control of the State look after state school education. They frame curriculum and for the 3 phases of school education and prescribes syllabus for each class. Similarly the two central boards under the control of the central government frame curriculum for each phase of school education and prescribe syllabus for each class with defined goal of students learning and knowledge.

The assessment system of school education has changed time to time. Previously the assessment system for each class was made through 2tier examination held at the gap of 06 months and then before the end of 12 months for annual examination. Students individual performance was recorded with marks but now with grade system. For the assessment of primary or elementary education no board examination is held but in the case of secondary and higher secondary systems boards holds Term End examinations to assess and evaluate students individual performance.

To hold term end examinations for each class up to class VIII the respective schools hold examinations on the basis of questions prepared within the syllabus and the answer scripts are examined by the teachers of the school. Since no detention policy had been adopted, each student is automatically promoted to the next class but in the case of secondary and higher secondary examinations, questions are prepared by the respective boards and councils as per the syllabuses.

File Description	Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	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 fundamental aim of teacher education program is to educate and train prospective teacher to become professionally fit for the classroom. The college leaves no stone unturned to provide adequate theoretical knowledge to the students by way of classroom teaching. The principles of teaching and professional achievement as teacher are extensively discussed and explained in the classrooms to develop their comfortable knowledge in the field of teaching and learning. They are taught their method subjects in such a way as to enrich their knowledge of the subject so that they are able to teach spontaneously and carefully those subjects in the classroom. The students are inspired to acquire professional skills through practical classes and internship system. In this case, they are constantly guided by teachers and their progress in the field of professional understanding and efficiency is regularly monitored and evaluated. The students are exposed to various professional situations to know the real classroom problems for students in the matter of their learning. In the college special importance has been attributed to the students development of language skills. Language plays a crucial role in effective classroom communication. The B.Ed. programme introduced by the affiliating university has been framed with the aim to provide a wide range of knowledge through the curriculum meant for the programme.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant 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: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	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: D. Feedback collected

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: 91.36

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](#)
Any additional link	[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: 73.44

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
102	76	99	77	107

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](#)

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:

Admission to the Teacher Education Programme (B.Ed.) is held every year at the beginning of the session. Admission to this programme is based on the centralized admission system introduced by the university. The list of willing candidates of the program is prepared by the university and the college admits students from within the list to this program. During the admission the college identifies the students according to different learning needs and accordingly categorizes them for effective and meaningful teaching in the classroom. There are teachers who are entrusted with the act of identification of different learning needs of students and their level of readiness to undergo education program. The college provides all possible academic support to them so that their professional education is effectively held. All possible steps are taken by the college to implement the professional education program. Special care is taken to provide professional education to all the students uniformly. The students who need special learning are psychologically observed and their level of readiness to receive professional education is determined and at the same time ways are devised to ensure that not a single student being physically or otherwise disadvantage is deprived of professional education through teacher education program. In the process of providing professional education to them the college arranges for some special ways to provide academic support to them. During the entire process the performance of the students in need of special care is regularly assessed and evaluate to see whether teaching to them in the classroom is satisfactory or not. The entire activity is supervised and monitored by the principal.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Any other relevant information	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
Data as per Data Template	View Document
Any other relevant information	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](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.47

2.2.4.1 **Number of mentors in the Institution**

Response: 38

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:

The college follows the B.Ed. Curriculum prepared and prescribed for it by the West Bengal University of Teachers' Training, Education Planning and Administration to which the college is affiliated. The sole aim of teaching learning is to enhance the learning level of the students and cause their behavior. The faculty of the college is time to time instructed to enhance the learning quality of the student through the proper use of teaching learning mode appropriate to the subject and the topic to be taught to them. The principal of the college who is well versed in this field constantly monitor, assessed and evaluate the teaching status by the teacher and the learning status of the students. Sometimes the appropriateness of teaching learning modes are experimented to justify the suitability of the mode used. With the basic aim to impart quality teaching in order to make the classroom meaningful and effective as well as to provide quality teaching to them the college stresses quality teaching and quality learning. The modes of teaching learning adopted and applied are proved efficacious as they help the teachers in the classroom to clarify

the basic concepts and ideas as well as to explicate the fundamental content of the topic or lesson to cause the permanent learning in the student.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[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: 98.05

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
41	38	38	42	42

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[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: 99.16

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: 470

File Description	Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	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
Link of resources used	View Document

2.3.5

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

Response:

Teacher education program is intended to produce quality teachers in order to generate quality student required for the development of the nation in all domains of life. The college administration is quite sincere in respect of maximization of the effectiveness of teaching in the classroom to let the student know and understand the meaning, concept and significance of teaching, teaching profession and quality student generation. The faculty members of the college work with full cooperation with one another to achieve the goal of the entire teacher education curriculum. Special care is taken in speeding up the spirit of work with tangible success. The principal who puts due emphasis on the development of professional attributes in students, i.e. the prospective teachers always encourages, advises and guides the faculty members to work together to translate the goals of a curriculum in to a reality. Emphasis is laid on the efforts of the teachers to acquaint the students with the far reaching aim of the course program and make

them aware of their future duties and responsibilities in their respective classrooms. The students of the college are of diverse social, cultural, physical, and psychological statuses. Teaching is imparted to them in such a way as to bring about uniformity in the process of learning among them. Even individual care. If necessary, is taken to deal with students' diversity so that not a single student is deprived in any way.

A friendly and true colleague behavior prevail among the faculty member who are always faithful and obedient to the authority and always ready in the implementation of all teaching learning programs intended for the development of professional skills and efficiency among the students. Classroom teaching and activities are so systematically done that the students take their homework as a matter of joy and pleasure, not as a matter of stress. Finally the students are always helped and encouraged to be regularly updated with recent development in education and concomitant changes in life.

File Description	Document
Documentary evidence in support of the claim	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:

One of the aims of classroom teaching is the transmission of knowledge from teacher to student. Knowledge is central to teaching and learning. Effective teaching in the classroom leads students to be exposed to new learning experiences and situations which exercise a strong formative influence upon the minds of the students that contributes to the fertilization of their creative mind. Not only that, knowledge broadens and enriches an individual's creative imaginations and faculty. Knowledge empowers an individual intellectual so the teaching learning process adopted and followed in this college is directed towards the development of creative ability in the students and the extension of the range of creative imagination. It is a hard task for students to acquire the ability of creativity and also for teachers to develop the same in students. It is one of the important duties of the teacher during the teaching learning activity in the classroom is to attract the learning mind of students to the topic or plan based lesson meant to be presented in the classroom. He is required to warm up their curious mind to devote full attention to the clarification of basic concept to be discussed and explain by the teacher to the student so that each and every student is fully aware of the concepts and the significance of the topic being discussed in the classroom. This clarification stimulates their creative faculty and the teachers adopt several initiatives to nurture their relative skills through the preparation of project papers, seminar papers and participation in workshop to show their inventive mind.

Quality education banks purely on proper and systematic teaching learning process. It comes from quality teacher and quality classroom. Classroom may be interpreted as knowledge distribution. Knowledge acquired which is stored in the minds of students' starts working to enrich the mind with intellectual and thinking ability. The teachers gives supreme effort to the direction on the development among students high intellectual and thinking skills with difficult problems about life and education for the student to solve them instantly on the basis of their knowledge that they have gathered. The teachers have adopted several other measures aiming at raising the level of intellectual ability and widening their thinking range with difficult questions given to them in the classroom during the teaching learning process with instruction to solve them within limited fixed time. This processes which have produced efficacy in the process of development of intellectual and thinking skill among students are continually assessed, monitored and evaluated by the principal. A team of experienced teachers help the teacher in this activity.

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: B. Any 6 or 7 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
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	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: A. All 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: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[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 college organizes the school internship program with due importance to make the entire teacher educator program effective and successful. Initially the college selects or identifies schools within the radius of short distance from the college. The college prepares the list of schools wherein to organize the internship program and then submits the list to the DI of schools (SE) of approval. As the final step the college then requests the schools along with the letter of approval from DI to enable the college to organize the internship program. This program is organized twice in the whole 2-year teacher education program. For the student of B.Ed. 2nd Semester the internship program are held for 1 month and for the B.Ed. student of 3rd semester it is for 4 months.
- The principals of the schools wherein the internship program are to be held are made aware of the details of the program with all relevant documents. Their active cooperation and help in this

direction is sort to make the internship programs effective and highly successful.

- The students who will be sent for internship programs to schools as selected by the college are informed with at least 7 days before the beginning of the internship program. Within the gap of 7 days they are adequately groomed how they will effectively participate in the program as an essential part of their teacher education program. Teachers of the college explain to them the basic aims, purposes and goals of internship programs and finally the principal ask them to strictly follow the rules and regulations of the programs, discipline in their respective schools, to know and understand practically the value and importance of internship programs and finally uphold the dignity and prestige of the college.
- The principal assigns duties to teachers to visit the schools and supervise the internship programs. They cooperate with the school management so that the program becomes effective and help the students to participate in it. The supervising team headed by the principal visits each schools and monitors the activitie. Internship is very important for each participant to become effective classroom teacher. The participants are required to store in mind every details of their activities step by step and this respect they are advised to maintain diary and note book to write down their new experiences and knowledge they write each day of the whole internship program. In this regard the teachers who supervise regularly their activities their internship program help them when it is necessary. The diary contains feedback as well as details of participants activities in the program on the regular bases.
- The internship program leads the students to be acquainted with the variety of school set-ups which gives them a firsthand knowledge about the importance of good infrastructure and educational institution for effective and meaningful classroom teaching.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.4.9

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

Response: 12.41

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

Response: 17

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: C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship program is central to empowering prospective teachers with all necessary qualities and abilities to become effective in the classroom and also are dependable members of the team of teaching learning of the institution. The main role in this direction is played by the teacher educators who imbibe the qualities ranging from the subjects to the teaching learning process. They teach the students their respective method subjects in order to give them basic information about the subject and thus enrich

them so that they are able to present their lessons effectively and meaningfully to the students in the classrooms and are also able to form to develop the ability in the students in respect of concept formation and concept explanations. In addition to these the teacher educator teaches them school discipline and guide them how to be amenable to both academic and general administration of the institution. They also train them how to facilitate classroom learning and also motivate the students to be attentive to classroom teaching and above all the teacher educators train them how to access and evaluate the learning among students through appropriate mechanisms. The principal of the school to which the students are sent for internship take special care to make the entire program for them effective and goal oriented. He provides all support to make the internship program all success. The teachers of the schools also help and cooperate with the internees to be aware of all etiquette to be followed by them in the classrooms. The team of internees for a particular school cooperate with one another not only to make the internship program a success but also to be benefitted from the program.

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: C. Any 2 or 3 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
Any other relevant information	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](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 97.62

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View 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: 34.15

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

Response: 14

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

2.5.3

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

Response: 6.69

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

Response: 281

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

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:

Teachers need to be professionally efficient in performing their functions as the facilitator of learning for students in the classroom. It is necessary for them to be additionally informed in order to inform in the class effectively with reference to the lesson to be presented. They should make all effort to prepare themselves in a systematic way so that they are able to transmit necessary knowledge to the students with respect to the subject they teach in the classroom. They are required to be updated with current information about the subject and in this respect he needs to make a planned based homework. The teachers must not confine themselves to the method subjects only. They are required to be aware of current development of education of the country as well as the world. In this respect he must be updated with the current data so that he is able to give the student authentic information. Besides they are also to be updated with the current socio-economic, scientific status and political development of the country as well as of the world so that his teaching in the classroom is integrated with the global scenario.

There is another way for teachers to enrich themselves in this direction is to discuss among the colleagues and share with them or with other institution or both about the planned programs and policies of education as well as rules of education as followed in the country as well as in the other country in the world. Seminars, workshops, Faculty Development Programs, Add-on/Value-added programs were held as a step towards the enhancement of the quality of teachers and the standard of the college.

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 college lays special emphasis on the evaluation of the students performance on a regular basis through unit test, class test, assignments, group discussions and debates. Tests are taken on the basis of the lessons already taught in the classrooms. Assignments are given to students on topics up to the extent of completion in the college and are properly examined and evaluated by the teacher under the supervision of the principal. Remedial teaching programs are also held for subject wise, lesson wise, and status of progress of students. The faculties provide additional support to the students to bring them upward to the same level of knowledge already acquired by the student in the class. The college takes special initiative in making the students well aware of the entire content of semester based syllabus so that the objective of the curriculum as prescribed by the affiliating university is more or less fully achieved. In addition to these the students are provided with more support to remove their areas of confusion in relation to their knowledge about the entire course program. The whole continuous evaluation process is directly monitored by the Principal.

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: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[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:

For each teacher education program (B.Ed. and M.Ed.) examinations are held locally as well as formally by the university. By local examination it means the planned based examinations held by the college to assess and evaluate the status of students existing progress and problems. These examinations are held with the aim to provide better information and knowledge within the syllabi. The evaluation of the answer script of the local examinations is brought to the notice of the individual students and necessary instructions are given to them for better performance. During the examinations the students are provided with all facilities to reflect their acquired knowledge in the answer scripts. During the public examination held by the university all arrangements are made by the university in collaboration with the colleges which are selected as examination venues. Students are normally found happy and satisfied with the entire system of examination, evaluation at the time of the publication of the result. If any student expresses his grievance over any matter during and after the examinations there is provision for immediately communicating the matter to the university that takes instant steps to redress it.

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:

The college is very much particular in judiciously, academically, and administratively well planned academic calendar to conduct internal evaluation with the definite aim to enable the students of both the

teacher education programs (B.Ed. and M.Ed.) to perform better and for teachers to teach better so that maximum learning for students become possible. Since our college is affiliated to the university (Baba Saheb Ambedkar Education University) it prepares its academic calendar in line with the academic programs as mentioned in the academic calendar by the university. The college prepares its own academic calendar keeping beside the academic calendar of the university in order to facilitate the holding of classes on a regular basis and in a very systematic way so that the calendar maximizes the learning of the students and enables the teacher to complete the teaching of the lessons within the time bound for each semester as fit by the university. The Principal of the college is very much active in preparing and following the academic calendar to lay emphasis on holding internal evaluation programs to identify the areas of the problems and opportunities for both students and teachers in the whole process of teaching and learning. The conduct of internal evaluation as per plan as mentioned in the academic calendar has benefited both of them.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	**View Document**
Link for additional information	**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:

The aim of all teacher education programs is to generate quality teachers for quality education for making quality generation. The teacher education institution has very positive and definite role in achieving our national goal of quality education and in this respect performance of students for learning through course learning program plays an important determining role that needs to be properly reviewed and maintained. The Performance Learning Outcome (PLOs) of Teacher Education courses are to make the students good teachers who can disseminate the knowledge effectively in view of paradigm shift in Teacher Education and acquire relevant knowledge with respect to core & optional courses as per the structure and guidelines of the affiliating university syllabus. The teaching learning process of the institution is aligned with Performance Learning Outcome (PLOs) of Teacher Education as due emphasis is given on conceptual as well as practical aspects of core and teaching subjects. A well structured internship program is being followed for developing teaching skills among teachers to be in B.Ed. and M.Ed. programs. The success of course leaning outcome depends solely on performance leaning outcome because acquisition of knowledge about the course is sharpened by the performance for learning on the course.

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

2.7.2

Average pass percentage of students during the last five years

Response: 97.21

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
181	240	167	242	215

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	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 performance of the students need to be put into record to know their progress and performance and therefore sincere efforts are always made to keep progressive performance of students and attainment of professional and personal attributes in line with Programmes Learning Outcomes. Attainment of Course Learning Outcomes is also emphasized while dealing with various Teacher Education programs. A record of performance of students on various internal assessment tasks is maintained and analysed through appropriate measurement scale. The performance record of each of the students is distributed among them to let them know their strengths and weaknesses in the fields of various branches of education. The performance of students in learning as per course basis is assessed and evaluated through various programs both practical and theoretical and the feedback received thus is recorded in the register

maintained by the college as well as the respective teachers who are in charge of their duties

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: 40.28

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

Response: 85

File Description	Document
Data as per Data template	View Document
Link for additional information	View Document

2.7.5

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

Response:

The college takes initiative to identify the learning needs of the students. It is being catered to by adopting different instructional strategies such as the class test, unit test, oral question and answer techniques, group and individual activities, and so forth. It is then analysed and feedback is dealt with remedial teaching or peer tutoring as the case might arise. Basics of computer and internet, communicative English class, art & craft, performing arts and physical health and education are also imparted to the students to add variety to their learning process. The principal of the college along with some senior faculty members examines and assesses the performances of the students and suggests appropriate measures for further improvement. The assessment task related to the performance of students is done with supreme importance so that their proper learning takes place.

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: 3.65

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: D. Any 1 of the above

File Description	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: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[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: 0.51

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
8	2	1	3	7

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: 0.95

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
4	7	22	3	3

File Description	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: 7

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
3	17	4	4	7

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: 85.7

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
390	398	380	386	399

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: 86.13

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
401	398	380	390	394

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:

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities, awareness of citizens rights and fundamental duties, campaigns against dowry system and domestic violence against women, literacy campaign among the backward communities, banning the use of plastics, blood donation programs, importance of vocational education for self employment, several programs for women empowerment, prevention of child labour etc. Students of the college actively participated in such programs and continues to participate in all such programs organized by the college time to time. The college organizes events of mutual interest-literary, cultural and open discussions on pertinent themes to school education

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response: 1411

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
420	53	150	392	396

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	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: 4.4

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
06	04	04	04	04

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: 39

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: 39

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: C. Any 3 or 4 of the above

File Description	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 college has adequate physical and academic facilities required as per NCTE and the affiliating University guidelines to run the different teacher training programs. The infrastructure facilities and learning resources are categorized as under:

(a) Learning Resources include resources and infrastructure required for the library, laboratories, computer centre, classroom teaching, events, meetings and conferences.

(b) Support facilities include hostels, non-resident students' center, canteens, seminar halls, auditorium, garden, and sports grounds.

(c) Ramp facility for differently enabled and stakeholders.

(d) Utilities include safe drinking water, restrooms and power generators.

(e) 25 KW on grid roof top solar photovoltaic project system and

25 KW on grid BOS installed

to supply electricity for the entire campus for teaching and learning purpose .

There are 18 number (B,.Ed. 12 + M.Ed. 6) of classrooms, one smart classroom, library and reading room with internet facilities, psychology lab, mathematics lab, chemistry lab, physics lab, zoology lab, language lab, geography lab, computer application lab, history lab, one auditorium, one conference hall, physical health and education centre, art and craft (fine arts) centre, performing arts centre, medical centre, common rooms for boys and girls separately, toilet facility for boys and girls separately.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[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: 50

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

Response: 4

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

Response: 8

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

4.1.3

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

Response: 15.79

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
9.46	8.36	29.54	0	3.22

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](#)
Link for additional information	[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 college gives prime importance to development and enrichment of the college library with new titles and new electronic facilities to have direct contact of the students with class 1 libraries across the world. Accordingly, infrastructure of the library has been made. Library automation is the general term for ICT trends and techniques that are used for replacing manual system in the library. The college has adopted automation of library.

Name of the ILMS software is Koha and the nature of automation is fully completed in the year 2022 with the version 21.05.13.000

Internet Access: There are 05 (five) systems in the library. Four is exclusively used by the students, faculties and staff of the college and one is for the librarian. These systems are with the internet facility. The Digital Library service is available. Adequate space is provided for browsing and relaxed reading. It subscribes to various journals of national and international repute, along with magazines and newspapers for general reading. The library also houses a rich reference collection viz., Encyclopedia, dictionary, competitive books, and employment Newspaper. There is a Xerox cum printing and scanning machine in the library.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document

4.2.2

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

Response:

The Institution's Library has computers, internet and reprographic facilities. The students and staff avail unlimited number of hours of the said facilities during the library hours. Students and staff extensively use the library facilities for their course work, dissertation, research work and new references. The librarian provides all support to the students in selecting topic or subject oriented books and issues them to the students as per their requirements. Faculties of the college help the student in the selection of necessary reference books. The students avail the facility of getting their study material Xeroxed free of cost in the library. Since automation system had been introduced, it helps them in selecting books and other study items

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: D. Any 1 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: 0.31

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
1.32	0.11	0.14	0	0

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: 0.3

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: 10

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: 72

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: 28

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: 28

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: 16

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

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: D. Any 1 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 attributes top importance to the support of ICT in the process of teaching and learning to bring existing level of teaching learning process to the level of the higher class of teaching learning process in pace with the upgradation of this process by many institutions of higher education in the country. More than 50 computer sets have been kept functioning and operative in the college to enable the students and teachers to use computer based and ICT facilitated learning and information to be updated with the current status of knowledge in different fields of education. Round the clock internet facility is provided to teacher and students in the college campus. Even the language laboratory of the college is extensively used by the students and teachers to develop their language skill. In addition to this various ICT assisted online courses are readily available for teaching and learning of the college. Wi-Fi facility is the landmark process and attempt of the college to ensure ICT facility for students and teachers.

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: 8.32

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: 200

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**
Response: 200

File Description	Document
Receipt for connection indicating bandwidth	[View 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: D. Any 1 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: 74.86

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
140.77	14.85	67.05	9.5	7.63

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 infrastructure pertaining to physical, academic and support facilities in college are regularly maintained to ensure that they are of maximum benefit to the students as well as to the teaching and non-teaching staff. Staff members are deputed to ensure maintenance of the campus. There are various committees like Academic Committee, Admission Committee, Time-Table Committee, Library Committee, Sports & Games Committee, Examination Committee, Cultural Committee, Career Counselling Cell, Employment & Placement Cell, Discipline Committee, Canteen & Hostel Supervision Committee, Medical Cell, Students Support & Progression Committee, Research, Consultancy & Extension Committee etc. to ensure proper maintenance of the college. Suitable budget is allocated every year for the maintenance of various facilities. The committees meet regularly to monitor the optimum use of physical, academic and support facilities which are accessible to the students and staff of the college. With regard to the maintenance of college library, the books and journals are maintained against disfiguring.

File Description	Document
Appropriate link(s) on the institutional website	[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
Upload any additional information	[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: E. Any 1 or none of the above

File Description	Document
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[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: B. Any 3 or 4 of the above

File Description	Document
Report of the Placement Cell	[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: 4.71

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
3	2	2	3	44

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: 16.3

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

Response: 30

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
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: 1.31

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
1	5	2	4	3

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:

The student council plays a very significant role in the all round development of the college right from infrastructure development to student to facility program. It regularly maintains link with the principal and with the management also to consider their chatter of demands for more effective teaching learning process and more facilities to students to achieve course based excellence. They cooperate with the Principal as well as the Governing Body in the process of development of the physical infrastructure of the college and systematic holding of classes and classroom teaching and finally evaluation and examination processes. They actively participate in all the social and national programs organized and held in the college on specific dates.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	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: 6.2

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
14	8	0	4	5

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[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 Alumni Association of the college is playing a very significant role in the development of the college with their active participation in various development related programs. It lets the running students know about their career development program in institutions of higher education and the organization of outreach programs of human and national values and importance. It provides financial support in the form of books and computers donation to meet the needs of students. It also adopts many other programs with authentic information to the running students for their placement and employment at various organizations and sectors at the state and national levels.

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: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document

5.4.3

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

Response: 12

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
3	2	1	3	3

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 the college always extend all sorts of possible supports to the college in its effort for institutional improvement. The college holds interaction with the alumni on various improvement-related activities conducted by the college in the meetings with the alumni. The alumni provide valuable suggestions which are discussed and considered by the Principal as to their implementation. The Principal specially sits with them to devise future plans on the basis of the previous experiences how to cope with some minor problems in the whole process of teaching learning in the college. The alumni promise and keep their words in providing all possible support in this direction. The alumni meet the current students to encourage them to make plans for their employment or further education or both to get on in life.

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 College aspires to be nationally recognized as one of the premier institutions that offer to the society competent teachers who are humane, collaborative and multicultural in their outlook and to be globally adjudged as efficient and highly innovative disseminator of knowledge and expertise.

- To develop an understanding of academic content at a higher level by weaving 21st century interdisciplinary themes into core subjects;

- To develop learning and innovative skills among students and teachers; To equip teachers and students with research-driven instructional practices;

- To foster life skills and work place skills among students and teachers;

- To empower teachers and students with knowledge, skills and attitude required to create inclusive and multicultural learning environments; To instill among the students and teachers the civic virtues and the spirit of giving back to the society multifold.

- To inculcate moral values and professional ethics in teachers and students.

- To strengthen students' national spirit to achieve the goal of clean, corruption free nation.

The teachers, students and non-teaching staff of the college actively participate in the implementation of the vision and mission of the college and accordingly the teachers representative, students representative and non-teaching staff representative has been included as a member in the Governing Body as the sole decision making of the authority.

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 signatureof the Principal	View Document
Documentary evidence in support of the claim	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The college believes in democratic system in academic and general administration. Various duties and responsibilities related to the overall development including the development of the physical infrastructure of the college have been distributed among various committees to expedite and systematize the progress of work. The management of the college is very active and constructive in this matter. The number of existing students' committees and sub-committees, constituted to promote cooperation, initiative and leadership among them. The students participate actively in all programs of the college and enrich themselves with the matter related to their profession in future and their role in the society as responsible members. The different sub-committees had been formed to decentralize the responsibilities of participative management of the college for smooth implementation of development activities.

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 college maintains complete transparency in its financial, academic, administration and auxiliary functions by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. The annual academic plan is prepared in advanced, communicated and displayed by the respective sections. The college is very particular in the matter of the utilization of fund as per annual budge. The staff salary is paid to through the bank accounts of the staff. Regular expenditure accounts are maintained by an accountant. All incomes and expenditures are properly audited. Necessary steps are always taken to minimize expenditures. All vouchers and bills are placed before the GB for examination and verification.

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:

Over the past years the college has shown tremendous growth to sustain the process, and strategic plans must be formulated and implemented effectively. The institute has student centric approach. Some of the strategic plans are listed below:

- Developing Multidisciplinary innovation ecosystem

- Publishing paper in reputed journals by faculty members and encourage students to do the same

- Encouraging faculty members to participation in seminars, conferences etc.

- Organize Workshops/Training for Faculty/ Organizing Conferences

- Introduce Certificate/Value Added Courses

- Interactions with experts, alumni and other dignitary persons.

- Purchase of Lab Equipment, Lab Accessories/Tools, Software purchase

- Training of Non-teaching staff

- Women/Student/Faculty Grievance

- Financial Planning & Management

- Institute – Industry Interaction

- Constant Growth in Research and Development

- Alumni Interaction and Outreach activities

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:

The college prepares policies and programs for every academic year with the aim of institutional up-gradation in all respects. Every item of policy and program is discussed in the Governing Body which is constituted as per norm of the affiliating university. Different sub-committees are formed to expedite and implement the policies and programs. The administration maintains transparency in all administrative phases. Academic Audit is made to identify the current status of the college in relation to the academic standard. Appointments are made as per vacancy requirements in accordance with the guidelines of the affiliating university and NCTE. All are governed by the General Code of Conduct as prepared by the college.

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: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[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 college is functioning with effective roles of its various cells, bodies and committees with their primary aims to enhance the standard of the college and the quality of teaching and learning and to serve the purpose of the students. The IQAC of the college plays a very positive and leading role in the enhancement of the quality of teaching learning and other related activities in connection with phase-wise development of the college. It resolved to organize add-on courses and departmental seminars which were successfully organized. The college organized 5-day's Add-on Certificate Course on Communication Skill and Language Development in association with The British Institutes, Kolkata; 5-day's add-on course on Cyber Security; 5-day's Add-on Certificate Course on Fundamental Rights in association with District legal Service Authority, Dakshin Dinajpur and Balurghat Law College. In addition to this, M.Ed. department organized One-day's Seminar on Educational Management in school Education and different types of teaching learning materials and importance in social science. It also implemented its resolution on signing MoU with different institutions and organizations.

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](#)
Link for additional information	[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:

Balurghat B.Ed. College treats all the employees as members of the single family and so has taken a number of welfare measures to provide each of them in time of necessity and adversities within the limited financial capacity. Leaves are allowed for teachers for higher studies, enhancement of qualifications and pursuit of research programs. Additional medical facility is also provided on humanitarian ground. For non-teaching there is provision for special training and skill development to meet the necessity of smooth office management for faculty members. There is provision for faculty development opportunity. There is also a provision for a consolidated financial grant for the performance of funeral rituals for persons of nearest blood relation of the employees.

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: 1.46

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
3	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Certificate of participation for the claim	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: 10

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
2	2	0	4	2

File Description	Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	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: 4.88

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
3	2	2	2	1

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 performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further development of the employee. The college holds programs to enhance and systematize the capacity and quality of performance of non-teaching staff through non-teaching staff development programs and also holds programs for the teachers quality enhancement through various programs by experts from outside in their respective fields. The final aim of this program is to improve the teaching learning capacity of teachers and office performance of non-teaching staff. The college places a specific importance on the system and the Principal of the college is in charge of the assessment and evaluation of the system for better outcome.

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
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The college strictly maintains financial transparency. The incomes of the college through collection of fees from the students are spent in the college for its development and maintenance and monthly payment of salaries to all teaching and non-teaching staff and also to meet all other essential expenses. The office of the college keeps record of all vouchers and receipts against money spent, big or small in amoun, with the maintainance of seriality to facilitate the process of easy auditing. The accounts of expenditures are maintained as per norms and regularly checked. The accounts are internally and externally audited by experienced auditors and recognized Chattered Accountant. The office keeps all records in its safe custody and for ready retrieval.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Any additional information	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 college maintains and follows a well-planned process for the mobilization of funds and resources. The fund mobilization and utilization is done as per direction of the Governing Body. The source of the fund of the college is collection of course fee from the students and is mainly spent for the payment of salaries to the teaching and non-teaching staff of the college and to meet the maintenance of the entire establishment, purchase of teaching learning materials including books for the library, instruments (ICT), and equipments for laboratories. The fund mobilization is done with its emphasis on the development of infrastructure of the college. The process involves various committees of the college and the Accountant in charge of accounts of the college. The college has designed some specific rules for the fund usage and resource utilization which is strictly maintained.

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) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies by Teaching faculties encouraged to conduct researches in relevant fields. The IQAC of the college conducts various add-on programs and teachers quality enhancement programs and non-teaching staff performance capacity building programs to up-grade the overall quality of the college both in office performace and teaching learning process. All possible support within limited capacity to be provided to faculty members. Achievement of academic, professional and career improvement to be appreciated. Proposes teacher quality enhancement programmes Recommends teachers participation in various seminars and workshops as a step to enrich themselves. Encourages teachers to enhance their qualifications and to pursue research programs.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](View%20Document)

6.5.2

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

Response:

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

- Online Classes

- Blended Learning

- Providing hands-on experience

- Students' Wall Magazine and Inter departmental activities and competitions.

- Cooperative learning

- Project based learning

- Innovativeness of teaching methods

The college time-to-time reviews teaching learning process of the college in order to maximize the learning of the students not only through the completion of the syllabuses for the teacher education program but also through providing current knowledge of various disciplines through value-added courses in order to keep them updated. The Principal of the college meets the teaching faculties of the college time to time to meditate over various plans and program to improve the existing status of teaching learning of the college. The teachers and students are also encouraged to actively participate in seminars and workshops on diverse topics organized by IQAC of the college.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	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: 13

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	15	32	3	3

File Description	Document
Report of the work done by IQAC or other quality mechanisms	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](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) 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:

Incremental improvement as per 1st cycle and 2nd cycle recommendations the college has so far provided all optional papers, encouraged participative role of teachers in the academic development of the college, followed the systems and regulatory frameworks by the trust, enriched the library with more titles of books and journals, introduced M.Ed. course, organized seminars, workshops and conferences along with a number of outreach programmes of social and national importance, emphasized and introduced computer assisted teaching and learning, made the campus eco-friendly, held the time bound course for the development of communication skill in English language among students and teachers, encourage the teachers to attend seminars and workshops, organized teacher and non-teaching staff professional development programme, constructed ramp and provided ICT equipped smart class rooms.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any 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:

The Governing Body of Balurghat B.Ed. College maintains Energy policy with the aim to conserve power and to prevent misuse and wastage of power in order to ensure round-the-clock supply of power to the college. The policy provides for energy efficiency improvement with the aim to continually improve the energy performance. The college is committed to conserve, set targets and review and continually improve the use of energy by reduction of specific energy consumption through efficient use of energy and monitoring energy use and performance in the areas of significance. A framework had been set for monitoring and review energy objective and target with the commitment to allot necessary resources and ensure availability of relevant information for use. The policy also includes constant up-gradation of technology and improvement of efficiency of equipment. It finally tries for clean source of energy.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

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

Response:

The college recognizes the importance of meeting these basic environmental requirements and to manage its wastes responsibly, reduce the volume of waste and maximize reuse and recycling wherever possible.

- Minimize waste generation at the source and facilitate repair,
- Reuse and recycling over the disposal of wastes, in a cost effective manner.
- Provide clearly defined roles and responsibilities, to identify and co-ordinate each activity of the waste management.
- Instill in students the habit of making best out of waste and transform old items into value added products.
- Ensure safe handling and management of waste in the campus.
- Provide appropriate training to teachers, residents, staff and students on waste management issues
- Promote holistic approach of waste management in the 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
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: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View 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:

The college is very particular about keeping the college premises clean, healthy and pollution free with plants and trees growing and standing inside the campus. It gives top priority to making the entire college campus neat and clean witht the aim to protect the students, teachers and others from the harmful impacts of pollutions and also with the aim to provide the message to the students the value of cleanliness in terms of family, socity and nation. Dustbins are kept in specific areas to prevent littering. The focus areas of our policy for maintenance of healthy environment are:

- Clean Campus Initiatives;

- Clean Air Initiatives;

- Smoking Free Campus;

- Waste Management processes;

- Solid Waste Management;

- Liquid Waste Management;

- E-Waste Management Awareness Initiatives;

- Environment-centric Student Societies and Departmental Activities;

- Plastic Free Campus

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: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Circulars and relevant policy papers for the claims made	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: 8.66

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
12.2	10.21	5.32	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View 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:

Balurghat B.Ed. College exerted maximum possible efforts to create awareness on various health issues

independently as well as with support with different non-government organizations. The college launched plantation programs as part of its effort to control pollution and clean the society. The college organized programs successfully in remote rural areas to promote literacy among the tribal people and held programs in tribal society in support with gram-panchayat and independently also to make the tribal people aware of evil, unscientific and harmful practices in order to stop them. The college organized programs to let our students know about their fundamental rights and consumer protection rights in association with Cyber Security Crime Balurghat, District legal Service Authority, Dakshin Dinajpur and Balurghat Law College. The college organized programs to motivate people of Balurghat to abandon the habit of using plastic and smoking in public places.

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
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:

The college makes all efforts to build confidence in students in the matter of their successful completion of their program in order to become successful and responsible men in the society. With this aim in view

the college attempts:

1. To teach students with confidence building in the background of post-Covid situation.

2. To provide all support to students to re-strengthen their learning mind.

3. Continuous and Comprehensive Evaluation forms the part and parcel of the course study. The college conducts meeting with the staff to know the progress of the students. The students performances are evaluated through their participation in various activities and internal examinations conducted by the respective departments.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	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:

Balurghat B.Ed. College visualizes to meet the present emerging, and changing educational needs of society in general. The college is committed to provide world-class professional education. It also focuses on building and developing the youth into worthy citizens of society. The vision of the Colleges is to grow not only quantitatively but qualitatively as well. The vision-mission statements and objectives of the college focus on leading quality education and lifelong learning to the aspirants irrespective of caste, creed and religion. All educational activities and programmes are organized to mould student teachers to become capable members for facing the challenges in the competitive era. The management of the college is very supportive in all its endeavors. The management provides financial support in the form of fees to the poor and needy students. The college has adequate and good infrastructure facilities–technology enabled classrooms, computer labs, language laboratory, automated library, and yoga, music room, and good auditorium. The college established good rapport with the different schools selected for the school internship program and in the society in general.

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

5. CONCLUSION

Additional Information :

The college has already introduced vocational programmes for the skills development of the students as the very positive step for students employment and self-employment in future.

Concluding Remarks :

The college with its highly appreciated infrastructure has been providing quality teacher education to prospective teachers of the state as well as the country since 2004 and has extended scopes for students' skills development. All steps have been taken to enhance the quality of teacher education in accordance with mission and vision of the college.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	28	28	28	28

Remark : DVV has made changes as per the report shared by HEI.

Metric ID	
1.2.2	**Average Number of Value-added courses offered during the last five years**

1.2.2.1. **Number of Value – added courses offered during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	05	06	06	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	05	06	0	0

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
405	91	90	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
388	85	90	00	00

Remark : DVV has made changes as per the report shared by HEI.

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
169	180	136	92	149

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
102	76	99	77	107

	Remark : DVV has made changes as per the report shared by HEI.

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**
	
	    Answer before DVV Verification : A. Any 5 or more of the above
	    Answer After DVV Verification: B. Any 4 of the above
	Remark : DVV has made changes as per the report shared by HEI.

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 : DVV has made changes as per the report shared by HEI.

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
	
	    Answer before DVV Verification : A. Any 8 or more of the above
	    Answer After DVV Verification: B. Any 6 or 7 of the above
	Remark : DVV has made changes as per the report shared by HEI.

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. Any 4 of the above
	Remark : DVV has made changes as per the report shared by HEI.

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: D. Any 1 or 2 of the above
	Remark : DVV has made changes as per the report shared by HEI.

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**
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: C. Any 4 or 5 of the above
	Remark : DVV has made changes as per the report shared by HEI.
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)
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 or 3 of the above
	Remark : DVV has made changes as per the report shared by HEI.
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**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made changes as per the report shared by HEI.
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
11	3	4	3	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	1	3	7

Remark : DVV has made changes as per the report shared by HEI.

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
3	17	4	7	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	17	4	4	7

Remark : DVV has made changes as per the report shared by HEI.

3.4.1 | **Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	17	13	4	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	04	04	04	04

Remark : DVV has made changes as per the report shared by HEI.

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 : 44
	    Answer after DVV Verification: 39
	
	Remark : DVV has made changes as per the report shared by HEI.

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: 4
	    4.1.2.2. Number of Classrooms and seminar hall(s) in the institution
	    Answer before DVV Verification : 8
	    Answer after DVV Verification: 8
	
	Remark : DVV has made changes as per the report shared by HEI.

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 | |---|---|---|---|---| 	9.46	10.36	31.54	6.07	3.22 | Answer After DVV Verification : 	2022-23	2021-22	2020-21	2019-20	2018-19 | |---|---|---|---|---| 	9.46	8.36	29.54	0	3.22 | Remark : DVV has made changes as per the report shared by HEI.

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 : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as per the report shared by HEI.
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
---	---	---	---	---
153.77	23.85	71.05	9.5	7.63 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
140.77	14.85	67.05	9.5	7.63	 Remark : DVV has made changes as per the report shared by HEI.
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV has made changes as per the report shared by HEI.
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 : A. Any 5 or more of the above
Answer After DVV Verification: B. Any 3 or 4 of the above
Remark : DVV has made changes as per the report shared by HEI.

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: C. Any 2 or 3 of the above
Remark : DVV has made changes as per the report shared by HEI.

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

5.4.3.1. Number of meetings of Alumni Association held during the last five years
Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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**

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

| 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
15	7	4	4	2

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI. |

| 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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has made changes as per the report shared by HEI. |

| 7.1.7 | **Percentage of expenditure on green initiatives and waste management excluding salary** |

component during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.2	14.21	5.32	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.2	10.21	5.32	0	0

Remark : DVV has made changes as per the report shared by HEI.

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 121 Answer after DVV Verification : 57