



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DEBNARAYAN SHIKSHA SANSTHAN

**VILL- NATAGACHHI, P.O -BENIABOW, P.S- SONARPUR, DIST.-SOUTH 24
PARGANAS**

743613

<http://www.dnssb-edcollege.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Debnarayan Shiksha Sansthan (B.Ed & D.El.Ed) College (DNSS), got its name after a spiritual figure of the heritage of West Bengal. The visionary of West Bengal resulted in flourishing of education for all. The college is situated in West Bengal in the district of South 24 Parganas, Sonarpur town, near Natagachi. The college started its functioning at the current location on 17th June 2013 when the local people visualized the necessity of improving the art of teaching from Primary to Higher Secondary education. Specially the students were in scarcity of trained science teachers. Only a few training departments in some of the general colleges of locality were imparting training to the teachers and would be teachers of the Junior-high, High & Higher Secondary Schools of the then district. Under the initiative of local people and alumni association of other local colleges, a steering committee was set up with of the educated people of the locality and the then local administration. The consensus of discussions combined with untiring efforts of the alumni resulted in the establishment of this college on the 17th June, 2013 with the sanction of affiliation of B.Ed stream with Arts and Science method subjects [co- educational] by the University of Calcutta with an intake of 100 trainees.

In 2009, the Society, Debnarayan Shiksha Sansthan purchased its own land of 1.10 acres from Sri Jaharlal Sarkar & Smt. Malina Sarkar. The college thus started functioning from this new campus. From the 17th June, 2013, the college got affiliated to the University of Calcutta with B.Ed course of training. Since its inception, the college is significantly engaged in training the prospective teachers who later on adorned several Govt., Semi Govt. and the renowned private training colleges of West Bengal.

Location of the college:

The college building is situated at 1.6 kilo meters (approx) from Mission More bus stop. The buses ply from Sonarpur auto terminus to Ghatakpur. The vicinity of the college is aesthetically sound because of the presence of greeneries around the lavishness of nature.

Vision

Debnarayan Shiksha Sansthan (B.Ed & D.El.Ed) College will undertake

- To prepare effective and commanding classroom teachers.
- To develop among would be teachers various skills of teaching in terms of competence and performance in interactive classroom teaching learning situations.
- To initiate would be teachers into the study of Education both as a discipline and a profession.
- To help would be teachers define role of teachers in a fast changing and developing Indian society.
- To acquaint would be teachers with modern trends and innovative practices in Teacher Education.
- To build up among would be teachers functional activities for exploiting strategies and being

resourceful in teaching learning situations in which the school going adolescents live in and grow up.

- To educate would be teachers to be active facilitator of learning, manager of learning environment & organizer of reception, perception, conception and learner's cognition in interactive classroom situations.
- To imbibe in would be teachers, the fellow feeling, co-operative attitude, leadership qualities, research aptitude, National Spirit and qualities of Global Citizen.
- To acquaint would be teachers with organizational framework for various guidance services in schools or accessible to schools.
- To inculcate in would be teachers the spirit of empathy for the school going adolescents.
- To orient & train would be teachers in educational technology, information technology, computer literacy and various means of effective classroom teaching & learning.

Mission

Debnarayan Shiksha Sansthan (B.Ed & D.El.Ed) College aspires to offer quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Our institution Debnarayan Shiksha Sansthan is covered by well infrastructures.
- The institution has a ICT laboratory with 24 computers. The institution maintains LMS(Learning management System). The laboratory has a DEL-NET system also.
- The institution has Yi-Fi facility.
- As per the syllabus, there are many books in our library as well as reference books, journals, daily news papers (Anandabazar Patrika and Times of India), Magazine (Achiever). The library maintains "KOHA" software. Students can enjoy e- book facility like Shodhganga, e-Pathshala.
- Apart from adequate classrooms we have laboratories for particular subjects with proper equipments. The language laboratory is facilitated by 16 computers.
- For progressing the teaching learning process the institution is consists of various committees or bodies like IQAC, Academic counselling committee, Cultural Committee, Placement Cell, and Anti ragging Cell etc.
- Apart from particular classroom our faculties take classes through Smart classroom.
- To continue the Self Study courses, adequate classes are available in class routine.
- The institution offers the Value-added courses among the students for their enrichment of knowledge for the better placement opportunity.
- Our faculty regularly provides remedial classes for weaker students of their lack of knowledge.
- Our institution celebrates and observes various cultural Programmes throughout the year. We also involve in community outreach activities like "Kerala Flood Relief Campaign Fund Raising and Deposit of this Fund along with college contribution to the Kerala Chief Minister's Fund", "Condemn terrorist

attack at pulwama and pay reverence to the martyrs” and awareness programmes like “Swachh Bharat Abhiyan” etc.

- The all members of DNSS enjoy the greenery campus and this campus is beautified by various decorative flowering trees etc.
- In our campus there is a play ground. Most of the year we organize the annual Sports Meet programme and Picnic in this field.
- The institution is secured by CCTV camera.

Institutional Weakness

- The institution needs to develop infrastructural facilities mainly a lift for disabled students, faculties and staff members also.
- Need one or two sick rooms.
- For continuing the modern teaching learning system the institution needs more smart classrooms as well as computers in each classroom.
- The library needs to develop various references and career guidance (Journals, Magazines as English).
- For getting more qualified and efficient faculties the institution should provide more monetary and leave facilities for continuing the Ph.D or research work of the faculties.
- Need hostel facilities.
- Need more installation of Aqua guard for pure drinking water in each floor of the institution.

Institutional Opportunity

- Our institution provides monetary and leave facilities for the research scholar.
- The institution has biometric attendance system for faculties, staff members and students.
- Our institution is benefited by Alumni association. The senior or pass out students help to the junior or present students by providing information regarding the various aspects of their particular field.
- The institution provides the opportunities to continue or complete the self study courses. Students can learn many books, e-books in the library. They can also enjoy the computer facility with internet connection(Wi- Fi).
- Our faculties are dedicated to improve the learners’ progress.
- The students of DNSS can express themselves through various cultural programmes throughout the year.
- DNSS has a big play ground for practicing various games. So that students can enjoy Football, Cricket or many other games in their class- period or recess time.
- The institution has a healthy and calm environment.

- The institution maintains an Anti ragging Cell for getting a ragging free campus.

Institutional Challenge

- Ensuring that the curriculum contents remain updated with educational trends and technological advancement.
- Limited financial resources can affect the quality of facilities and materials available.

- The number of smart classrooms are insufficient as per requirement.
- ICT facilities are not sufficient.
- Maintaining high standards in teaching quality and ensuring all instructors are adequately skilled and updated in their fields.
- Ensuring that teacher training programs are accessible to a diverse range of students, including those from under privileged backgrounds.
- Developing effective methods for assessing trainee progress and providing constructive feedback.
- Offering continuous professional development opportunities to keep graduates updated throughout their careers.
- Arranging continuous faculty development program and teacher orientation program to keep the trainee teachers updated.
- Adapting to frequent changes in educational policies and standards.
- Effectively incorporating technology into both the training process and the curriculum.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution has regular practice of planning and reviewing. The institution has taken the resort of collaborative activity in curriculums in which local context are incorporated. While planning the institutional curriculum focus is kept on PLO and CLO

involved. Course learning outcomes are specific take always from a course or activity that students are meant to apply in future settings. Program learning outcomes (PLOs) are knowledge, skills and dispositions that are specific to a particular program. Prospectus and induction programme of the students along with teachers orientations are given importance to arouse motivation. Curriculum provides adequate choice of courses to students as optional including pedagogy courses. The number of optional courses as per syllabus are mentioned and ratio for last five years are calculated. The average number of value added courses offered during the last five years were mentioned, course content made and formula for calculation of average was noted.

Average = Total number of VAC during last five years/ 5 years.

Value added courses are newly introduced, so all the courses could not be shown for all the five years. Self Study Courses beyond the curriculum was also dealt with. Provisions in the time table, facilities in the library and computer lab facilities are provided.

Percentage of students who have completed self study courses (Online/Offline) beyond the curriculum during the last five years are recorded. The Curriculum enrichment related to various learning areas facilitates coherent understanding of the field of teacher education. Skills such as EQ ,critical thinking and collaboration with others are done(Reference MoU with three different institutes viz., Chandanagar Teacher Training Institute for Women, Lt. Abhishek Roy Institute and Bright Friend Technology). Our college familiarises students with diversity in school system and structured feedback is obtained from all stake holders. The feedback is processed, action is taken and action taken report submitted by the principal.

Teaching-learning and Evaluation

Average enrolment percentage of students during the last five years, approval letter of NCTE for intake and year wise list of approved admission had been given. Admission extract submitted to the affiliating university about admission of schedule cast, ST, OBC students every year.

Assessment process is in place at entry level to identify different learning needs of the students and their level of readiness to undergo professional educational programme and academic support provided to students. Performance of the students at the entry level is also given.

To honour student diversities the following methods are adopted by the college namely mentoring, peer feedback, remedial learning, in-house collaborative task and multilingual interactions.

Institutional provisions for catering to different student needs, and student mentor ratio for the last completed academic year were uploaded.

Teaching learning process included experimental learning, participative learning, problem solving, brain storming etc.

Integrating ICT (excluding PPT) for LMS were incorporated. In various learning situations the faculties seek ICT support and for field sports biomechanical and kinesiological activities were highlighted.

To develop professional attributes in students conduct of self activities and balancing home and self activities are abreast by the students with recent developments in education. Nurturing creativity, improvisation, intellectual thinking, empathy are constant effort.

Competency and skill development ,addressing inclusiveness, exposure to Braille establishing rapporteur use of rating scale for different tests, preparation of lesson design, execution of community outreach activity, exposure to internship schools, time table preparation, home assignment and test, school wise internship report, highlighting assessment by teachers / schools /peers are focused.

Sanction letter by the NCTE and approved by ERC is very much needed for the faculties of the Institution. Percentage of full time teachers with Ph.D degrees during the last five years highly relevant. Average teaching experience of full time teachers for the last completed academic year and professional updation by the teachers by attending UGC approved national seminars are shared in the SSR.

Last but not the least, the continuous and comprehensive evaluation of the students with concerned mechanisms along with mechanism of grievance redressal are given importance by the IQAC.

Pass percentage of students during last five years were considered, analysed by the IQAC and appropriate steps are taken. Online student satisfaction surveys are always kept ready for the benefit of the students, teachers and teaching learning process.

Infrastructure and Learning Resources

We have in our college sufficient number of classrooms, laboratories, a spacious sports field, encomputing facilities in the ICT lab and indoor sports room. All these are according to the specified requirement of the statutory bodies for the sake of teaching learning facilities. Physical fitness programmes are existing under the supervision of physical education teachers.

It is to be mentioned about the presence of seminar hall, ICT enabled smart classroom, LMS facility and good acoustic system. Infrastructural augmentation excluding the salary expenditure for the last five years were shown duly signed by the auditor and the Principal.

Library as a learning resource (viz., library automation, web link of library facility, introduction of Koha software, e- resources) are functional. Percentage per day, usage of library during the last completed academic year also accompanied by the institution. Efforts are made to provide documents as and when teachers recommend . Some library materials are obtained as a gift to the college.

ICT facilities including Wi-Fi are updated and ratio of number of students is to number of computers are calculated. Facilities for e- content development specially content distribution system is there.

Maintenance of campus and infrastructure: For this purpose percentage of expenditure incurred exclusively on physical and academic support facilities during the last five years. This expenditure in INR Lakhs were calculated with the formula given duly signed by Principal and CA. The institutional website is provided with appropriate link(s).

Student Support and Progression

The institution provides skill enhancement in academic, technical and organizational aspect. Capability to develop a seminar paper and a research paper is shown to the learners and difference between the two is established.

Available student support facilities in institution are there (viz., recreational facility, parking facility, book bank, canteen and toilets for boys and girls).

Grievance redressal committee meets on a regular basis, the name of the members of the committee are available on the institutional website. Best effort is made by the institution to address the grievances within seven days. Sexual harassment and ragging are dealt with severe punishment.

The institution collects placements offers from different schools and they are ventilated through notice boards.

So far student progression is concerned, number of students placed as teachers and also as teacher educators are also counted.

The institution encourages participation to higher education and documents are also collected from them. Percentage of students qualifying NET/ SLET/ TET/ CTET are also taken into account for last five years. The Principal constructs the student council every year after the induction programme.

During the last five years several sports and cultural events are organized in the institution to maintain the health and wellbeing of the students. Alumni association has an active role in the regular institutional functioning. Income expenditure statement highlighting the alumni contribution is also maintained. Number of meetings of alumni association health during the last five years were recorded in tabular form with seal and signature of the Principal and the Secretary of the GB. Alumni association recognize and nurture special talents among student- teachers.

Governance, Leadership and Management

Nature of Governance of the institution is based on the vision and mission statement of the institution, prospective plans and participation of the teachers, students and non teaching staff were present in the decision making body. In this way practice of decentralization enriched the college administration.

The institution maintains transparency in its financial documents. The institutional strategy plan is effectively deployed .

Link to organogram on the institutional website reveals the democratic setup of the institutional bodies. Implementation of the e- governance in the areas of administration, examination system, admission, biometric attendance are critically included. The various bodies are made effective through minutes of their meetings and implementation of their resolution. Welfare measures for teaching and non teaching staff, financial support to attend seminars, attending professional development programme, attending FDPs raised their quality appraisal.

Financial management and resource mobilization, funds received by non government bodies are under scanner.

The IQAC is of highest importance to adopt quality assurance strategies. Beginning from teaching learning process quality initiative taken by the IQAC innovative improvisation, feedback analysis, timely administrative audit, e- copies of the accreditation, incremental improvement suggestive for 1st cycle are criteria for continuous quality judgement.

Institutional Values and Best Practices

Energy conservation and use of alternate source of energy is the saviour of this globe. The institution realized the impact of this terrestrial problem and very much concerned to solve the issue. The institution has already plan to remove this crisis of energy raising the issue before the ministry of power.

To encourage green practices the campus is made free from plastic, paperless office is continuously being encouraged. Green power back up system has already green installed. Local government has come forward to maintain professional ethics.

Best practices as recommended by NAAC format with documents have been our priority. Any person of educational reputation will be able to identify the area of distinctiveness of our institution.

Research and Outreach Activities

A good number of teachers of our college are interested to carry research projects, but our college being self financed, it is very difficult for the management to provide fund for the same. Therefore by a resolution of the governing body of the college duly endorsed by the IQAC; the college authority applied for required fund from non Govt. agencies. Consequently we have received some funds for the above noted purpose and allocation was done by the recommendation IQAC to encourage research aptitude among the faculties.

Average grants received are shown in the audit report with expenditure statement. Appraisals of institutional

function and documentation showing evident of internal seminars along with income expenditure statement of the audit report are recorded.

Creation and transfer of knowledge that include research papers/articles published in UGC care journals are needed to be mentioned in the SSR. The E copies of content page of the journals along with seal and signature of the Principal are also included. During last five years research papers per teacher published in the journals are tabulated properly. The chapters written by teachers in edited books in National conference proceedings are mentioned during last five years.

Number of outreach activities organized by the institution during the last five years, percentage of students participating in those activities, highlighting programmes having national values(viz., Swachh Bharat, AIDS awareness, Gender sensitivity, Yoga, Digital India etc.). Sensitizing students the social issues (viz., Child marriage, Early pregnancy, Malnutrition, Unhygienic sanitization issues etc.) are part and parcel of community development programmes. Sometimes the community neglect such issues as bolt from the blue.

Institute of Education(P.G) for women Chandernagore Hoogly, Pin- 712138 & Debnarayan Shiksha Sansthan (B.Ed and D.El.Ed College) Natagachhi, P.O- Beniabow, Pin- 743613 enter into a MoU. The parties intended to cooperate and focus their efforts in cooperation with the area of higher education. Both the parties wished to facilitated advancement of knowledge on the basis of reciprocity. Similarly Debnarayan Shiksha Sansthan (B.Ed and D.El.Ed College) Natagachhi, P.O- Beniabow, Pin- 743613 and Lieutenant Abhishek Ray Chaudhuri Teachers' Training College of Chandpur, Pin- 700150 enter into another MoU on 15th day of December 2021. Collaboration and cooperation between themselves (e.g. AIDS awareness programme, Joint venture of Value added course) also came into force.

As both of the colleges who entered into MoU may be considered as institution of national importance, therefore, both the colleges collaboratively along with their students and teachers hold AIDS awareness programme in the locality.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | DEBNARAYAN SHIKSHA SANSTHAN |
| Address | VILL- NATAGACHHI, P.O -BENIABOW, P.S- SONARPUR, DIST.-SOUTH 24 PARGANAS |
| City | SONARPUR |
| State | West Bengal |
| Pin | 743613 |
| Website | http://www.dnssb-edcollege.org |

| Contacts for Communication | | | | | |
|----------------------------|--------------------------|----------------------------|------------|-----|-------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Amit Paik | 033-24280027 | 9903115557 | - | welcomednss2010 @gmail.com |
| IQAC / CIQA coordinator | Debasis Bhattacharyya | - | 9614242717 | - | mrdebnath143@gm ail.com |

| Status of the Institution | |
|---------------------------|----------------|
| Institution Status | Self Financing |

| Type of Institution | |
|---------------------|----------------|
| By Gender | Co-education |
| By Shift | Regular Day |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority 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 | | |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| NCTE | View Document | 27-09-2018 | 120 | |

| 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 | VILL- NATAGACHHI, P.O -BENIABOW, P.S- SONARPUR, DIST.-SOUTH 24 PARGANAS | Rural | 1.1 | 4507 |

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, Teacher Education | 24 | BA BSC BCOM | English, Hindi, Bengali | 150 | 150 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 40 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 17 | 0 | 34 |
| Yet to Recruit | 0 | | | | 0 | | | | 6 | | | |
| 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 | | | | 11 |
| Recruited | 6 | 5 | 0 | 11 |
| 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

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 17 | 0 | 34 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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 | 24 | 3 | 0 | 0 | 27 |
| | Female | 120 | 3 | 0 | 0 | 123 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 10 | 0 | 0 | 0 | 10 |
| | Female | 7 | 1 | 0 | 0 | 8 |
| | 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 | 22 | 27 | 13 | 32 |
| | Female | 56 | 33 | 52 | 54 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 1 | 0 | 2 |
| | Female | 0 | 5 | 0 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 7 | 9 | 7 | 11 |
| | Female | 19 | 16 | 17 | 15 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 11 | 13 | 22 | 13 |
| | Female | 26 | 95 | 89 | 69 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 142 | 199 | 200 | 200 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | Our college has a plan to extend the college into a holistic multi disciplinary college. We want to open integrated college with humanities and science stream viz., English, Bengali, History, Geography and Political science along with Physics, Chemistry, Mathematics and Biological Sciences. Environmental education is also focused and value based. The curriculum will be flexible and facilitated multiple entry. For this purpose several discussions has taken place. |
| 2. Academic bank of credits (ABC): | The faculties are encouraged to create their ABC card so that they can collaborate and do internationalized education and make credit transfer for the same. The |

| | |
|--|--|
| | teachers are encouraged about this good practice. |
| 3. Skill development: | National skills qualifications framework strengthen promote vocational education and how can they be integrated into main stream education. Value based education include the positive values(viz., truth/ Satya, Righteous conduct/ Dharma, Peace/Shanti, Non violence/ Ahinsa, Scientific temper/ Bishes gyan, Love/ prem). The discussion on good practice for skill development in view of NEP 2020 was discussed. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | An institutional initiatives to transform the curriculum towards outcomes based education specially on teaching learning practices are occasionally discussed. |
| 5. Focus on Outcome based education (OBE): | In line with its vision and mission statement, the institution's Program Learning Outcome (PLO), is formulated. Then the institute draws up its teaching plan according to the Program Learning Outcome (PLOs) and Course Learning Objectives (CLO) . All activities organized and conducted to achieve the stated objectives include collected regular feedback from stakeholders such as teachers, students, alumni, internship schools etc. to ensure that the objective of results are achieved. Feedback received is analyzed and necessary changes are made to the program for the next year. Each teaching Competency focuses on Outcome based Education as their performance is evaluated at each stage of course such as in Micro Teaching skill , Integrated Lessons, Practice lessons , Technology based lessons, Team teaching, models of teaching etc, each and every skill student have to acquire and teacher educator put efforts to develop these skills within the students thus emphasized Outcome based Education. |
| 6. Distance education/online education: | The college provided online education to the students through out the COVID period through Google meet. The students and faculties are connected through the WhatsApp groups. |

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, Electoral Literacy club(ELC) has been set up in the college with the help of the students of both B.Ed |
|--|--|

| | |
|--|---|
| | & D.El.Ed section index the suspension of four teachers |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes ,all the co- ordinating members both from students & faulty are daily appointed by the college. The ELCs are functional. Yes ,the ELCs are well characterized. |
| 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 initiatives taken were - i) To organize awareness programme on prepare voting procedure. ii) To encourage the surrounding voters to cast their own vote property. iii) To motivate some visually impaired person & seniors citizens to cast their vote. |
| 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. | Initiation taken by college in electoral related issues is awareness drives. i) To aware the students not to waste their voters. ii) To advise those who were already 18+ but not enlisted in the vote register. |
| 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. | There are a few number of students who are not enlisted in the electoral roll inspite of being 18+. The ELCs as well as the college is keeping all motivating them to engage their names as new voters and helping them to do the same. |

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 |
|---------|---------|---------|---------|---------|
| 296 | 294 | 290 | 247 | 195 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any other relevant information | 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 |
|---------|---------|---------|---------|---------|
| 150 | 150 | 150 | 150 | 100 |

| 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 |
|---------|---------|---------|---------|---------|
| 68 | 68 | 68 | 68 | 45 |

| 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 |
|--|---------|-------------------------------|---------|---------|
| 146 | 144 | 142 | 98 | 95 |
| 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 |
|--|---------|-------------------------------|---------|---------|
| 150 | 141 | 150 | 98 | 94 |
| 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 |
|--|---------|-------------------------------|---------|---------|
| 150 | 150 | 148 | 149 | 100 |
| File Description | | 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 |
|---------|---------|---------|---------|---------|
| 25 | 18 | 22 | 12 | 15 |

| 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 |
|---------|---------|---------|---------|---------|
| 37 | 37 | 35 | 35 | 27 |

| 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 |
|---------|---------|---------|---------|---------|
| 66.20 | 64.58 | 59.58 | 50.68 | 57.77 |

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

3.2

Number of Computers in the institution for academic purposes..

Response: 28

| 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:

As our college is affiliated by BSAEU for B.Ed and by WBBPE for D.El.Ed, therefore we have no option to change curriculum. However some measures have been taken. The context of the present academic scenario demands that lot of students from both primary and secondary level are suffering from malnutrition, language problem even in mother tongue, sense of courtesies, child labour exploitation, want of family bonding, social disintegration, political exploitation, drug addiction, pecuniary disasters, sheer neglect from the part of the teachers, entering into child marriage, mal-hygienic environment within the home and school and as a whole want of motivation towards learning.

During curriculum planning the college has taken initiative to remove those problems in context with the present condition of our state. The teachers are instructed to adopt measures to remove those conditions by curriculum planning by way of outreach activities, co-curricular activities, sharing food with each other, arousing respect to teachers and towards the country, making them engaged in plantation of trees, taking care of flowers, sports activities for external emancipation of energy, soft skill development, personality grooming and overall joyful learning.

Teachers use different types of TLMs and students of secondary section are asked to improvise them. They are taken to laboratories for demonstration purpose and accordingly they are taught to decorate their classrooms, proper use of library is also taught to them.

Procedure

Before starting every academic semester, college conducted a meeting about the curriculum planning and syllabus distribution, which was led by our Principal. Also discussed about the theory courses, assignments, practicum, school internship, theory and practicum classes, co-curricular activities, internal exam, external exam, marks submission are completed as per university rules and notifications. As per the requirement of the students college used to conduct mid-course correction to run the teaching learning process smoothly. As per the requirement and betterment for the students college provides remedial classes. College had also conducted student induction program, faculty development program, seminar ,workshop, value added course, faculty exchange program on every academic year for development of knowledge and skills.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

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

Response: B. Any 4 of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 57.05

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 |
|---------|---------|---------|---------|---------|
| 19 | 18 | 18 | 15 | 15 |

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 |
|---------|---------|---------|---------|---------|
| 31 | 31 | 29 | 29 | 29 |

| 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 |
| Any other relevant information | View Document |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View Document |

1.2.2

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

Response: 2.8

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 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 0 | 3 | 3 |

| 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: 41.6

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 |
|---------|---------|---------|---------|---------|
| 150 | 150 | 0 | 150 | 100 |

File Description

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: A. All of the above

File Description

Document

Relevant documents highlighting the institutional facilities provided to the students to avail self study courses

[View Document](#)

Data as per Data Template

[View Document](#)

1.2.5

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

Response: 78.06

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 |
| 150 | 150 | 290 | 247 | 195 |

| File Description | Document |
|---|-------------------------------|
| List of students enrolled and completed in self study course(s) | View Document |
| Data as per Data Template | View Document |
| Certificates/ evidences for completing the self-study course(s) | 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 understanding of the field of teacher education :

Key component of Teacher Education are –

1. Pedagogical Knowledge
2. Subject Knowledge
3. Field Experience
4. Instructional Technology
5. Reflective Practice
6. Diversity and Inclusion

Our curriculum impress upon pedagogy or scientific methods of achieving the goal. To fulfil this need of appropriate pedagogy subject knowledge throughout the syllabus (output of curriculum) is a need. The curriculum provide opportunities for the students to acquire knowledge through Pedagogical Knowledge ,Subject Knowledge, Field Experience, Instructional Technology, Reflective Practice, Diversity and Inclusion .The curriculum also provide opportunities for the students through skill development such as Seminar, workshop, PPT presentation, Use of ICT lab, LMS etc. The institution also provides opportunities for the students to develop values and attitude through co-curricular activities and cultural activities.

It has given enough scope to encounter the different activated of the college during regular classes and also gathering the procedural institutional experience during internship. Instruction technology covering the components of input, process, output and feedback helps the students to achieve the goal of the

curriculum in collaboration with the use of available ICT. The curriculum insists on Inclusive education recognizing the individual diversities (Neuro – diversities, emotional disturbance) and accordingly inclusion take place. There exists enough prescribe for moderation.

- Procedures vary as per the need diverse learners. School education skills are stated for the students and important of each one of them is explained. In practice the B.Ed students are trained to use the skills as per need of the learners taking the help of the school students (peers).
- The students learn from different situations, they exchange their views in the groups (extrapolate from the concerned situation) and apply their competencies in generalized available environment as desired by the curriculum.
- Emotional quotient is the product of wisdom and I.Q. This relationship can be expressed mathematically as: $EQ = W \times I.Q$ Here “W” indicates a personal insight, power of judgment and ability to understand others on going through the curriculum prescribed by our affiliating University, we come in contact with course III (1.2.3) where understanding Learning practical through simulation mode. Here Emotional Intelligence plays a pivotal role.

For writing pedagogy of a school subject (course VII A 1.2.7 A) critical thinking is a great need. (e.g., brief overview of the methods of teaching, construction of question paper, Learning resources etc).

- For Negotiation and Communication skills, use of Dictionary, Encyclopedia and Thesaurus, Dramatization are very much needed (Vide : Semester III course – VII (B) 1.3.7 B).

Collaborative attempt to have a grip over opportunities provided by the curriculum can only be achieved through interactions with peer engaged in different enrichment programmes. Collaboration with other institution to get viable experience is a need. It is done for the sake of deriving fruitful mechanism delectable for all concerned.

| 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 Indian schooling system has developed generally from the Vedic days to the present age. The current system of education, with its western style and content was introduced by the British in the 19th Century. The changing scenario of school education in India is based on the needs of the children compatible with the needs of the modern society. Promoting inclusive education and diversity in schools help to increase

cultural awareness among students, which is essential for creating a more inclusive and tolerant society. In India, the promotion of diversity in school education is not only a moral insperative but also a key driver for social progress, innovation and global competitiveness.

Functioning of Various Boards of school Education:

Students are familiarized with the five main education boards in India. Each board has different curriculum, methods of learning, assessment criteria and evaluation techniques.

Functional Differences among the Boards

| Level | CBSE(1) National | CISCE (2) National | State Board (3) State | IB (4) International | C/E (5) International |
|---------------------------|---|---|--|---|---|
| Examinations | 2 exams in a school but only one for 10 th and one for 12 th | Same | Same | Exams divided into 3 sections PYP (kg to 5 thas & A for 16 to) MYP(6th to 10 th) and DYP (11 th and 12 th) | IGCSE for 14 to 16 years old and 19 years old |
| Approach of Syllabus | Books are prescribed by NCERT, Content relevant and cover national level entrance examinations. | Almost similar to CBSE, but content expanded and detailed form. More inclined towards language proficiency. | Limited syllabus, & local and state heritage focussed schools follow the state govt. | Exploration of the world issues focused Instill the values of the global citizen. Develop analytical skills of arts, science & humanities | They have 50 subjects to choose from according to choice of the students. |
| Level of efforts required | Moderate | High | Low | Medium | Medium |
| Estimated fee structures | Moderately high | Moderately high | Nominal | High | High |

Assessment System (Norms & Standards)

I) For CBSE : CBSE offers a blend of formative and summative assessment with 9- Point grading scale (A1,A2,B1,B2,C1,C2,D,E1 and E2)

A1 is the highest (91-100%) and E2 is the lowest (20-32%)

Question pattern:1) Case based, source based integrated MCQ question = 50%

II) Select response type (MCQ) questions= 20%

III) SA type/ long Answer type= 30%

For ICSE: Question 1(300-350words) Attempt any one

Marks = 20 ×1

Question II : Select anyone - (10)

Question III : Select anyone - (5+5)

Question IV:(10+20)

Question V: (4+4+4)

Theory (80 marks) and practical (20 marks by internal assessment) out of the 6 subjects, the best 5 subjects are selected.

FOR STATE BOARDS :

Class 10 exam has a total 800 marks, pass mark is 273.

Marksheet assign grades-

AA (90- 100 marks) _ outstanding

A+ (80- 89 marks) _ Excellent

A (60- 79 marks) _ very good

B+ (45-59 marks)_ Good

Subject wise (90%+10% oral)

Practical orientated subjects (80%+20%).

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View 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:

In the first half of course 1(Semester I) growth and developmental pattern of learners, stages of development, types of development (cognitive, psycho-sexual, social, moral, communication and speech development), individual differences, personality development came under relevant understandings. In the 2nd half aspects of development beginning with instinct and emotion(E.Q), motivation(Maslow, Weiner and McClelland), fluctuation of interest, multiple theories of intelligence(IQ) and nurturance of creativity were imparted by the institution. Interconnectedness of first half and second half they were made to realise.

Course II mainly dealt with history of education covering different education commissions and also national values including the views of Swami Vivekananda were covered. In the second half policy frame work for education in India mentioning the roles of SSA, RTE 2009, NCF 2005, RMSA, UGC, NAAC, NCTE, NCERT, SCERT, DIET strengthened the Indian education policy. Educational planning and management including community participation are also covered.

Course IV, namely language across the curriculum enriched the student- teachers with theoretical background of language usage, background development reading comprehension in the content areas.

Course V, give the student- teachers sense of discipline of various subjects namely science, language, mathematics, Social science. How they are interrelated and mingled with each other to develop integration between the subjects.

In continuation of all the above mentioned courses EPC- I is there on reading and reflecting on text.

For Semester II, the most vital part of the efforts made by the institution is learning. Teaching and learning is the essence of B.Ed training programme(learning paradigms, transfer of learning, models of teaching and skills of teaching are specially needed to be mentioned). Pedagogy of language teaching, pedagogy of social science teaching, Pedagogy of science teaching with special mention to school subjects do enable students to develop understanding of interconnectedness of various learning situations. Last but not the least assessment for learning and associated techniques along with achievement tests are also catered. For overall development of personality the students are exposed to Drama and Arts in education.

Pedagogical analysis as well as pedagogy of school subjects comes further. Gender, School and society are required to be studied within the campus and also around the vicinity of the college. Optionally Health & Physical education, Guidance and counselling, yoga education, critical understanding of ICT, Population education and overall Peace and Value education to resist exploitation, Atrocities, Terrorism, Egalitarianism and lifelong education are overpowered to student- teachers.

Consolidation of these understandings into professional acumen

1. Observe various group of children and list down their education characteristics.

2. Identify maladjusted behaviour.
3. Visit practice teaching schools.
4. View impact to Right to Education Act.
5. Designing games.
6. Capacity of elocution and debate.
7. Design vocabulary Games.
8. Micro teaching practical to simulation mode.
9. Study FIACS.
10. Content analysis and syntax.
11. Demonstration of Science experiments.
12. Construction of Achievement test.
13. Constitution of managing committee.
14. Mid day meal programme.
15. Drama and Arts conclave.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | 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 |

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|---|-------------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal | View Document |
| Any other relevant information | 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: 99.6

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

2.1.2

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

Response: 79.98

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 |
|---------|---------|---------|---------|---------|
| 52 | 58 | 50 | 53 | 39 |

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

2.1.3

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| List of students enrolled from EWS and Divyangjan | View Document |
| Data as per Data Template | View Document |
| Certificate of EWS and Divyangjan | 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:

As per State Govt. rules, at present students willing to undergo B.Ed. course are required to lodge their application online. The merit list is prepared by the Govt. authority on the basis of score obtained in

different examinations as well as choice of their college. The merit list are sent to the colleges and the colleges admit the student included in merit list.

Students enter into the B.Ed. programme with certain knowledge.

Philosophy of education in our college will try to see whether they know the 3 basic tenets of educational philosophy viz; Naturalism, Idealism, and Pragmatism.

We judge the basic theories of Western educators and Indian educators. During the induction programme the personality of the students are judged verbally with the help of personality test and interview. Diversified personality of the students comes out from process.

The social awareness judgement is a vital criteria to know the students' level of readiness to undergo this professional educational programme where between school & social and importance of community outreach activities are emphasized.

Quiz contest is another tool of assessment to identify the learning of need of students. The items covered are for basic science, social science and completing our mother tongue.

The faculty arranged some performance, dramatic arts, recitation, singing of songs to know the special ability and labour of the learners. Our college holds several programmes throughout the year where manifests of these talents are exposed.

Overall students are exposed to some test items with the help of which their abilities can be understood. The support of these motivational activities are provided by the college boards mentioning the appropriate feedback in the college website.

The students are asked to represent their class to become class representative who will be responsible to coordinate the principal and the students and they will also establish relationships with other alumni association. In this way we can identify the leadership quality of the students.

| File Description | Document |
|--|-------------------------------|
| The documents showing the performance of students at the entry level | View Document |
| Documentary evidence in support of the claim | View Document |

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**

3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

Response: C. Any 3 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10.57

2.2.4.1 Number of mentors in the Institution

Response: 28

| 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 instructional panorama is constantly evolving, with numerous gaining knowledge of modes and coaching techniques being evolved to enhance the mastering level. Among these, understanding numerous mastering modes and the practice of reflective coaching are pivotal in fostering effective training. This report explores different learning modes, the concept and practice of reflective teaching, and the implications for educators and students. Learning modes refer to the various ways in which students acquire, process, and retain knowledge. Recognizing and incorporating diverse learning modes in educational settings can cater to different learning preferences and enhance overall educational effectiveness.

Visual getting to know involves studying through seeing. Educators can include visual aids, info graphics, and visible storytelling of their coaching to guide visible newcomers. Auditory learning involves studying via listening. Auditory learners benefit from lectures, discussions, podcasts, and audio recordings. Teachers can use oral presentations, discussions, and auditory materials to engage auditory learners. This studying incorporating lab activities, interactive simulations, and bodily sports can beautify getting to know for kinaesthetic novices.

Reflective teaching is a procedure in which educators significantly have a look at their coaching practices, check their effectiveness, and make knowledgeable changes. Reflective teaching encourages continuous professional development, keeping educators motivated and updated with the latest educational trends. Reflective teachers who adapt their methods to students' preferences and feedback can create a more engaging and supportive learning environment. Participating in workshops, seminars, and courses focused on reflective teaching and educational strategies can enhance teaching skills and knowledge.

The problem-solving method is a student-centered approach that promotes critical thinking, creativity, and active learning. By using incorporating actual-global problems, collaborative learning, and reflective exercise, educators can decorate college students' capability to clear up complex troubles and observe their know-how efficiently.

Experiential studying is a pedagogical approach that emphasizes getting to know via direct enjoy and reflection. This method engages students in hands-on activities that are relevant to real-world scenarios,

allowing them to apply theoretical concepts in practical contexts. Enforcing experiential studying techniques along with mission-based gaining knowledge of, area journeys, internships, simulations, carrier getting to know, and lab sports can appreciably effect student engagement and achievement, making ready them for the complexities of the actual world.

Group discussions are a collaborative learning strategy that involves students working together to explore ideas, solve problems, and enhance understanding of a subject. Group discussions require students to analyse, synthesize, and evaluate information, promoting deeper understanding and critical thinking. Group discussions expose students to different viewpoints and ideas, broadening their understanding and encouraging open-mindedness.. Group interactions help students develop social skills such as empathy, respect, and conflict resolution. Group discussions play a vital role in the teaching-learning process by promoting active participation, critical thinking, and communication skills. By implementing effective strategies and creating a supportive environment, educators can maximize the benefits of group discussions, leading to enhanced student engagement, understanding, and retention of knowledge. During the COVID-19 situation online classes and others academic activities conducted through google meet as per the University notification.

| | |
|---|-------------------------------|
| File Description | Document |
| Course wise details of modes of teaching learning adopted during last completed academic year in each Programme | View Document |
| Link for additional 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: 100

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 |
|---------|---------|---------|---------|---------|
| 25 | 18 | 22 | 12 | 15 |

| File Description | Document |
|--------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any other relevant information | 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: 56.76

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: 168

| File Description | Document |
|---|-------------------------------|
| Programme wise list of students using ICT support | View Document |
| Landing page of the Gateway to the LMS used | View Document |
| Documentary evidence in support of the claim | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | 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: A. Any 4 or more 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 |
| Any other relevant information | View Document |

2.3.5

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

Response:

CONTINUAL MENTORING IS PROVIDED BY TEACHERS FOR DEVELOPING PROFESSIONAL ATTRIBUTES IN STUDENTS :

Beginning of the course, Teacher Trainees of our college are divided into some groups under mentors.

The mentors encourage and nurture mentees under their guidance to enjoy learning , taking time to listen to what trainees have to say and imparting a sense of belongingness in the class room which helps them to be successful and develop team spirit. Community outreach initiatives also help in understanding the importance of teamwork.

Mentors are allotted with students for all semesters. Enquired about first semester students personal details as they come from varied socio –economic status , religious and different language backgrounds. Staff of our college also represent the diverse environment which often helps in handling diversity and teaching them to work in team.

Mentors try to solve the problem related to a student regarding the attendance, performance in the internal assessment and university examinations. The mentor meets all the mentees under his/her mentorship at least once a month or whenever needed.

The code of conduct guidelines provided by the college help in ensuring the correct way of action and behavior in the college. All students and teachers are encouraged to treat their colleagues and authorities with courtesy at all times irrespective of their professional status.

The trainees are motivated to the recent development in the field of education and life through wi-fi enabled campus , ICT lab and rich library e-resources.

Mentors trains the trainee teachers to balance their home stress and work stress with proper execution like meditation, yoga,healthy work environment,indoor sports etc.

| 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:

Ist Case: (Teaching learning process nurtures creativity)

We can achieve creativity by providing students with opportunities to explore and discover new ideas on their own. Students are prompted to ask questions and seek answers on their own. A creative environment had to be created to promote creativity instruments. They are provided with posters, charts and art work which motivate their creative exposure.

Collaboration is an important aspect for promoting creativity in students. So group work and team work are encouraged. A sense of community also fosters within the classroom.

The use of technology provide new ways to express ideas among themselves. The teachers provide integrated technology into the curriculum and give access to a range of digital tools and resources.

Promoting literally as well as extracurricular activities is done by the teachers providing opportunities to students to participate in clubs that align with their passion.

The teachers are committed to providing students with the range of learning opportunities and experiences to promote their creativity.

Teachers give feedback. Students are not able to cope with enormous creative solutions and do not realize the value of their creativity, unless a teacher explains why those solutions are effective constructive peer feedback are generally well received by the classmates.

Exercise of creativity is very much necessary. Students never ending curiosity should be practiced by right exploration. Different learning strategies, improvisation of teaching models, method of communication free writing and drawing, visual training of aesthetic sense, encouraging creative lesson plan, encouraging entrepreneurship, attending workshops also are encouraged.

2nd Case: (Teaching learning process nurtures intellectual and thinking skills)

Teacher- educators need the pedagogical competence to teach thinking effectively. Three aspects of thinking can be identify and taught to students--- Knowledge, skills and attitudes. Thinking helps learners to go beyond the mere recall of information and enable them to explore the world and solve the associated problems. An intellectual man due to his intellect face various challenges in their daily life and in solving problems in the work place. Most of the students are criteria based; it is distinguished from fiction, synthesis and information according to Paul and Elder much of our thinking are biased, distorted and prejudiced. **Bloom's Taxonomy** of cognitive domain shows how hire order thinking proceeds.

| 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 |

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: A. Any 8 or more 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 |
| Any other relevant information | 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: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

:Internship program is systematically planned with necessary preparedness:

1. Selection/Identification of schools for internship:

Before arranging internship, the D.I of schools (S.E) IS Proposed to allot some schools for teaching internship program of our college. In persuasion of the letter of D.I .The college has arranged approx. fifteen schools for the internship purpose .As per convenience of the teacher educator if possible he/she can choose a school according to the availability and convenience. But all these has to be done before finalizing the procedure .

2. Orientation to H.M/ Principal / Teachers of the school :

Before sending the students to the school there is an introductory session conducted with HOI and mentors. The purpose of this meeting was the requirement of schools with respect to the instruction of affiliating university and the learners as well. We also instructed the trainees to maintain the school decorum and code of conduct . We also solicit feedback from the allotted school for our further improvement.

3. Orientation of students going for internship :

An orientation program was held for the trainees before sending them for the practice teaching. The session was mainly focused on the roles and responsibilities of trainees in the school, like time- table preparation, conducting, co-curricular activities, maintaining registers and records etc. We also selected a group leader and assistant group leader who will be acting as a mediator of school and the college during internship. Group leader is responsible for all the immediate needs of trainees and report to the H.M of the particular School.

4. Defining role of the teachers of the institution

Faculty members are allotted as mentors for each practice teaching School. His/Her main job is to monitor the trainee teachers and to resolve if they face any sort of problems, The method teacher responsibility is to check their attendance register and assess their performance to give feedback and approve their learning design.

5. Streamlining mode/s of assessment of student performance:

The mentor teachers maintain some records of the trainee teachers observed during the internship period . Those records will help further improvement .

Mentor teachers asses them on the basis of some skills like use of blackboard, Innovation, classroom management and improvisation if any. The mentors are also try to solve the difficulties faced by the trainees.

6. Exposure to variety of school setup:

Some special lecture are organized in the second semester to provide exposure to the trainees regarding the different types of school setup .For the practicum purpose in the second semester trainees are sent to visit Government and govt. aided school where they get hands on experience of working with different types of school and interact with diverse learners.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Link for additional information | View Document |

2.4.9

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

Response: 9.73

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

Response: 15

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Institution Adopts Effectiveness Monitoring Mechanism During Internship Program :

Internship Program in B.Ed Curriculum serves as a bridge between academic theory and the practical realities of teaching. It provides a real world teaching learning experiences, where students get a chance to apply the skills like managing the classroom, plan of lessons, interaction with the learners etc. The need to play different types of role like conducting morning assembly, taking classes as a teacher, participating in PTA meeting etc. It is very much essential to acquire all the proficiencies by the trainee teachers during internship. In this program field experience is vital stepping stone. It provides hands on experience that shape the aspiring teachers, preparing them for the diverse and dynamic world of education. It enriches and contributes to students' overall development along with technological advancements in the field of education. In the first phase (2ndsemester) is observation period where the carry out works as like teachers. In the second phase (3rd semester) is the main internship phase where they have to do all the work including teach lessons in their respective pedagogic subject.

Our institution takes the following steps for effective monitoring mechanism during internship period:

In the very beginning our college organizes an orientation program with HOI along with all the mentors, group leaders. In this meeting our principal/TIC puts forth some rules- regulation regarding the participation and contribution of trainees in all the activities of the school.

The H.M. or TIC of all allotted schools follow the prescribed rules by the affiliating University to evaluate the trainee teachers. They follow new parameters like participation in school activity, behaviour, relation with staff and students, attitude, punctuality and presence, teaching learning process etc. They give their feedback according to the parameters. Except TIC or H.M the experience school teachers also guide them how to teach by using some teaching Strategies and methods appropriately. They also monitor them and provide them feedback.

Our teacher educators also visit schools on a regular basis for observing the trainee teachers. Alternate mentor teachers other than the one assign for a particular School also go for class observation. They asses

them following some basic skills like innovation, interaction, use of blackboard etc.

Peer monitoring is also done during the internship program by other trainee teachers. The peer group observe each other’s presentation and give feedback. Our college Principal or TIC also visits the schools regularly and observes some of the demonstration presented by the trainee teachers. The senior teachers of our college also go to the schools separately to evaluate the performance of trainee teachers.

The basic principle which helps in conducting assessment during internship program is based on constructive criticism. All the stakeholders of the internship program are provided with enough opportunities to discover and bring out there all potentialities.

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

2.4.12

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

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* ‘Schools’ to be read as “TEIs” for PG programmes)

Response: A. All of the above

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

2.4.13

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

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools

- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 53.8

| File Description | Document |
|--|-------------------------------|
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View Document |
| English translation of sanction letter if it is in regional language | 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: 32.61

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

Response: 6

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

2.5.3

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

Response: 5.28

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

Response: 132

| File Description | Document |
|--|-------------------------------|
| Copy of the appointment letters of the fulltime teachers | 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:

The teachers organized in house discussion on current development in education. A senior faculty with sufficient experience discussed NEP 2020 with the assistance of other teachers

Part – 1 (School Education)

1. Early childhood care and education constitute the foundation of learning.
2. Foundation literacy and Numeracy are considered prerequisites to learning.
3. Curtailment of Dropout Rates and universal axes to education at all levels are needed.
4. Pedagogy and curriculum should make learning holistic, integrated and enjoyable.
5. Equitable and Inclusive Education ensure learning for all.
6. School clusters are needed for providing resources.

The policy envisages that the still existing 10+2 structure in school education will be modified with a new Pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18.

Part – II (HIGHER EDUCATION)

1. India moves to aspire compatible higher education. Higher Education moves toward a move holistic and multidisciplinary education. As per NEP 2020 HEIs provide support to students to create optimal learning environment.
2. With the help of FDP motivated, energized and capable faculties are created.
3. According to NEP 2020 teacher training should be in multi disciplinary perspectives and

knowledge, sense of value education and practice under mentors are essential. Following Justice Verma Commission (2012) TEIs have need of revitalization through radical action, in order to raise standards, restore integrity, efficacy and high quality of teacher education.

4. The 4 Year integrated B.Ed offered by multidisciplinary HEIs will, by 2030, become the source of minimal degree qualification for school teachers. HEI offering the 4 year integrated B.Ed may also run 2 year B.Ed, for students who already received Bachelor degree in specialized subject. A one year B.Ed may also be offered frame candidates who have received a four year under graduate degree in a special subject.

“The Vocational Education”

By 2025, the Govt. of India undertakes action plan. So that at least 50% of learners to the school and higher education system shall leave exposure to vocational education. This in alignment with sustainable development goal which will help to realize full potential of India’s demographic dividend. Vocational knowledge will be made accessible to students through integration into vocational education courses. Possibility of offering vocation courses through ODL mode will also be explore.

“The Role of Artificial Intelligence (AI) in Teacher Education”

Artificial Intelligence (AI) is changing the way we interact with technology and the way we live our lives. It has the potential to revolutionize the field of education, especially teacher education. It refer to using technology to address cognitive, physical, academic, social and emotional factor that impact learning. Example: grammar checking software, text-to-speech platforms, flashcard software..

| 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:

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

The internal evaluations are done to know the outcome for improving the performance of students. For improving the performance of the students, the following steps are taken-

1. The test items along with answer sheets are given to the trainee teachers to identify the weakness of

their performance.

2. When the trainee teachers have seen their performance, the teacher educators (Faculties) discuss each and every question which are attempted and explain the correct way to answer those questions. They (Faculties) classify the appropriate concepts behind all test items to as well as make them perform better during the course and when they enter into the profession.
3. The trainee teachers are given assignment in each course of the programme and this way helps in understanding the comprehension regarding the particular unit.
4. Classes are taken for the measurement of the student's achievement in the particular course or unit.
5. During school internship a lot of assessment is done on the basis of internal evaluation. Internal evaluation of Interim is evaluated by the mentor, Method teacher and principal/ Head of the Institution to assess the progress during practice teaching session.

Major Components of Continuous internal evaluation:

- a) A paradigm shift towards a more holistic and student-centric evaluation system.
- b) It focuses on consistently assessing a student performance throughout the year.
- c) This CCE has ability to provide a more accurate and well-rounded understanding of a student's abilities, skills and knowledge'
- d) The objective is reduction of pressure of the university exam, promote a stress free learning environment and foster the holistic development of the learners.
- e) Components are (i) Formative Assessment (FA)
(ii) Summative Assessment (SA)
- f) Co-scholastic areas – these areas encompass life skills, attitude, value, scares, arts and overall growth of students.
- g) Some examples are Project based assessments, Portfolio assessments.
- h) Procedures (Mechanism): - Regular parent-teacher meetings, Progress report of the trainee teachers are discussed with their parents during the meeting.

| 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 |
| Details of provisions for improvement and bi-lingual answering | 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:

- At the beginning of the semester, faculty members inform the trainee teachers about the curriculum planning details and the assessment process during the semesters.
- The college used to conduct Internal Examination, as per rules and regulations of the affiliating training university. Examination related grievance complaints addressed to the principal/TIC are accepted by the college. Examination related grievances related to physical resources, such as improper sitting arrangement, insufficient light, question papers are not given in proper time etc. Immediate action is taken to resolve the problem. Action taken reports accompany the process.

- At the institution, Academic committee is appointed by the principal or TIC to look into examination related problem and solve student issues.

- An application is to be submitted by the students to the principal explaining their grievance. The principal forwards the application to the academic council as well as to the examination holding team. The grievance involves the interpretation, application, alleged violation of college policies and procedures.

- Grievance action may be initiated against another student, an instructor, an invigilator, an administrator, or a member of the classified staff. Grievance may also be against the total procedure including out of syllabus question, question paper marks allotment and confusing language of the questions.

| 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 Institution adheres to academic Calendar for the conduct of Internal Evaluation

An academic calendar serves as a reminder of important events for students, instructors and staff during the academic year and semester. Parents and potential students all benefit from it. Academic calendar helps students-

1. Plan self-study time and class timings.
2. Noting the free time and the scheduling study session are important to finish assignments in time.
3. Academic calendar helps students to track deadlines of their own assignments, tests, projects, and class discussion for evaluation it prevents them from becoming over burdened.
4. Ease anxiety, the academic calendar is a visual reminder for students to avoid procrastination.
5. During evaluation it helps to divide their time to better accomplishment.

The college prepares its own academic calendar for each academic year which contains a detailed schedule of working days, events and dates of examination. A copy of the same is published on the

college website to inform the students and other stakeholders. These calendars are scheduled for all the activities of the semester. The teacher council initiates this academic plan and tries to ensure that a strict adherence to the same is maintained by all the faculty members. The college examination committee decides internal assessment dates and marks submission dates to the office.

This committee notice to all the teachers to submit their evaluation on the allotted dates for practicum examinations and written internal tests. A notice regarding the same is issued after receiving the notification regarding examination from the affiliating university. Students are informed about specific dates for submission of assignments and practicum. Before starting the internal assessment students are given homework, problem solving, group discussion and quiz session for each course.

For the practicum , the internal evaluation is conducted in almost all practicum classes according to the nature of assignment. A sample of circular announcing dates for evaluation, conducted of assignments and submission of mark is uploaded. The decision regarding dates for conduction of assignments depends on gazetted holidays as well as other plans and activities of the college such as cultural programs, Foundation day, sports day etc.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

In a Bachelor of Education (B.Ed) training institution, ensuring alignment of program learning outcomes (PLOs) and course learning outcomes (CLOs) with the teaching-learning process involves several strategic steps. Clearly articulating the knowledge, skills, and dispositions that graduates of the B.Ed program are expected to achieve. Here are the notable PLO activities:

A case study program was conducted on two female students as the college authorities were concerned about the anxiety related issues of the students. By talking to the two students, the reason for their anxiety was known and necessary suggestions were given to overcome from their anxiety. After a few days, they reported about the suggestion benefit, and informed that their anxiety burden is much less than before. As a result it can be said that this case study program has not achieved the expected success but has achieved partial success.

Student observation activities included individual seminar presentations to illustrate their individual activities on Contemporary Issues in Education. For this activity students prepared their presentation on NEP-2020. They prepared their PPT on the basis of a particular topic. Each student presented this NEP-2020 topic beautifully through their prepared slides. This individual seminar presentation program

became a success with these beautiful presentations by the students.

To organize a program on this subject, Knowledge Acquisition about Communication Process, the college authorities choose the topic Cultural Immersion Program in which they presented a tribal dances and general dance performances as evidence of Indian citizenship. A quiz competition was organized to understand the knowledge development of students on science, social science & language subjects. Through this question and answer phase of the competition, the final winning team was announced based on the marks obtained in the competition.

Simulation teaching is an important area in teacher training programs. To understand Different Teaching Skills, Simulation teaching is the only means to fulfill this objective. Future teachers are prepared through teachers training program. To fulfill this objective Framing Different Types of Teacher Made Test Item, a session was organized to prepare different types of question paper with the students where the students were taught how to frame different questions are according to the number and the students were informed about the types of questions. Students learned all those types very well and finally they were able to make a 15 marks question paper on their own subject well.

An art exhibition was organized to create awareness among the students about gender discrimination where the students created different types of posters on the opportunities of gender discrimination and they were able to present the underlying information of those posters appropriately. Through which they develop a clear attitude about gender discrimination and accumulate enough knowledge about it so that they can make others aware of it in future. Success through this is particularly noteworthy.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.04

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 |
|---------|---------|---------|---------|---------|
| 145 | 141 | 141 | 98 | 94 |

| 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:

Recording progress in student performance on learning tasks is essential for monitoring student growth, identifying areas for improvement, and informing instructional decisions.

College declared that the holistic and progressive evaluation of the students' performance in professional and personal attributes by adapting a wide range of strategies which include both formative and summative assessment at the stage of entry level. It has been created and individual learner's profile. The purpose of this profiling is to ensure effective assessment of learning and provide feedbacks that are more specific, important, and focus on facilitating trainee teachers to evaluate their own learning.

Students had been performed in various internal assessments very well which were taken by the college. Majority of the students scored above 90% marks in their internal assessment. PLOs and CLOs are helped the trainee teachers to become aware about the demand of the course as well as the qualifications expected from them in their chosen profession.

In the teachers training program the CLOs of each paper upon achieving which the PLOs can be attained. For this purpose the institution has an effective monitoring process which helps to practice the practicum works properly and in also others internal evolutions, where the performance of the trainees' are evaluated on both cognitive and professional grounds.

The progressive performance of the students gains mastery on the content area. Purposeful internal assessment approaches are conducted in the training course sometimes helped the students in their self-evaluation, which is highly valued for the ability to build reflective lifelong learning. The process of internal evolution of the students helps them to perform well in the external evolution.

| 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: 102.74

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

Response: 150

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

2.7.5

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

Response:

The performance of student teacher on internal assessment tasks is a critical indicator of how effectively their learning needs are being met. Internal assessments are designed to measure a range of competencies, including subject knowledge, pedagogical skills, and practical teaching abilities. This report evaluates the performance of Student teacher on various internal assessment tasks and examines the extent to which these tasks address their initially identified learning needs. Assessing the alignment of assessment tasks with learning needs determine whether the internal assessment tasks reflect the learning objectives set at the beginning of the course. It can evaluate how well these tasks cater to the individual learning needs identified during the initial phases of the program. It can also identify areas where students excel and areas needs improvement.

Internal Assessment Components were course wise fortnightly MCQ test, Assignment writing and course wise unit test.

Conducting MCQ - Conducting a Multiple-Choice Question (MCQ) test in a classroom and analysing the results involves several steps. At first a clear and concise questions with one correct answer and plausible distractors (wrong answers) had been written. Then that test paper is distributed among the

students and they take the test there and marks are given based on their performance.

Assignment Writing - Assignment writing is an important learning subject for internal assessment. In this case, assignment writing is given on a specific topic which is suitable in terms of the current situation and it is included in the syllabus of teachers training course. Internal marks are given to the students based on the assignment.

Unit Test - Unit tests are taken in the class based on the subjects covered in the teachers training course syllabus and internal marks are given to the students based on the performance in that unit test.

To analyse and fulfil the students' need various co-curricular programs were organised by the college authorities. Among them, particularly significant issues are highlighted.

An important aspect of teachers training program is internship. Internship period is fixed for one month in the second semester and four months in the third semester where trainee teachers visit their assigned schools and engage themselves in all kinds of school activities. Like taking classes, taking exams, making class routines, guarding exams, checking notebooks and all other school activities. They organize various cultural programs with the students of the school and also excel in teaching the students extra subjects. All in all, this internship period is very suitable and enjoyable for the trainee teachers which make them suitable for taking up teaching as a profession in future.

The performance of Student teacher on various internal assessment tasks indicates that their learning needs are being catered to, but there is room for improvement. By addressing these areas, educators can better prepare future teachers to meet the demands of diverse classroom environments and contribute to the quality of education.

| 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: 3.69

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 |
|---|-------------------------------|
| Sanction letter from the funding agency | View 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 |

| File Description | Document |
|--|-------------------------------|
| Sanction letter from the funding agency | View Document |
| Income expenditure statements highlighting the research grants received, duly certified by the auditor | View Document |

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: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Sanction letters of award of incentives | View Document |
| Institutional policy document detailing scheme of incentives | View Document |
| Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View Document |
| Documentary proof for each of the claims | View Document |
| Data as per Data Template | View Document |

3.1.4

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

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

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Reports of innovations tried out and ideas incubated | View Document |
| Documentary evidences in support of the claims for each effort | View Document |
| Details of reports highlighting the claims made by the institution | 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

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 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| First page of the article/journals with seal and signature of the Principal | View Document |
| E-copies of outer jacket/content page of the journals in which articles are published | 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: 0.16

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 |
| 2 | 1 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise | View Document |
| Data as per Data Template | View Document |

3.3 Outreach Activities

3.3.1

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

Response: 2

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 |
| 4 | 1 | 0 | 2 | 3 |

| 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: 67.32

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 |
| 95 | 329 | 0 | 281 | 185 |

| File Description | Document |
|---|-------------------------------|
| Report of each outreach activity with seal and signature of the Principal | View Document |
| Any additional information | 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: 35.48

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 |
| 92 | 96 | 0 | 191 | 90 |

| 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:

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

- 1. Fund collection for flood victim of kerala on 24/08/18**

On 16th August 2018, severe floods affected the state Kerala, due to usual high rainfall during the monsoon. It was the worst flood in Kerala in the last century. The college authority and administration sensitized the students to collect fund for the victims of flood on humanitarian ground. Most of the students of the college and all teachers – non teaching staff were assembled in the sonarpur city area with placards, flex along with our college logo to appeal to the local people, pedestrians and business men to donate generously for the flood relief.

2. Swachh Bharat Abhiyan : (02/10/2018)

Slogan – “one step towards cleanliness”

Lectures with interaction of students were organized to sensitize students. When the students were motivated in the light of nationalism they realize the need for total cleanliness of the society; they organized the activities to clean the college premises and the roads around the college.

3. Commemoration of 125th year of Swami Vivekananda’s Speech at Chicago convention. (Activity conducted on 13/09/2018)

Swami Vivekananda and his 1893 speech were relevant in all ages and have the power to solve religious issues even today. Students were impressed by the faculties mentioning the following features stand out in Vivekananda’s Chicago.

4. Tribute to “Pulwama” martyrs on 18/02/2019:

Students built a martyrs altar outside the main gate of the college. All the faculty members, students and some members from the local community assembled. The significance of the day was explained by the TIC and floral tributes to the martyrs were offered by all present in the events. The students were sensitized to discard terrorism, form social opinion against atrocities and terrorist activity. A sense of national feeling and patriotism were held high.

5. “Swachh Pakhwada” on 15th September, 2019: “Swachh Pakhwada” outreach programme was started in the college from 1st September, 2019. Undertaking cleanliness and awareness drives were taken in nearby areas with the help of procession of students with placards. The slogan of the programme was “**Clean India Beautiful India**”.

6. “Har ghar Tiranga” programme 15/08/2022: The Tri –colour flag is a symbol of pride for every Indian. It represents national integrity and signifies the hopes and aspirations of the Indian people. To sensitize students we used the video prepared by Govt. of India on “ Har ghar Tiranga”. It is a programme to campaign under the aegis of Azadi ka Amrit Mahotsav to encourage people to bring the Tiranga home and to hoist it to mark the 75th year of independence.

7. “G -20 summit and higher Education” celebrated in the college in June’2023: The G-20 summit is

held annually, under the leadership of a rotating presidency. G-20 education agenda focuses on key issues such as inclusive education, digital literacy, skills development, and reducing the education gap between different socio economic groups.

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

3.3.5

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Appropriate certificates from the awarding agency | View Document |

3.4 Collaboration and Linkages

3.4.1

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

Response: 0.2

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

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

| File Description | Document |
|--|-------------------------------|
| Report of each linkage along with videos/ photographs | View Document |
| List of teachers/students benefited by linkage exchange and research | View Document |
| Data as per Data Template | View Document |
| Any additional information | 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: 2

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: 2

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

As per NCTE norms the B.Ed colleges for conducting the course of teacher education should fulfil adequate physical facilities for teaching learning. In Debnarayan Shiksha Sansthan we have the following numbers of classrooms, laboratories, sports field, yoga room, computing facilities, sports complex, libraries and smart class room.

Number of classrooms— 28 , Laboratories (viz., Psychological laboratory—1, Mathematics laboratory—1, Fine Arts laboratory—1, Life science laboratory—1, Physical science laboratory—1, Music laboratory—1, History laboratory—1, Geography laboratory—1, Language laboratory—1, Physical education laboratory—1, ICT laboratory—1), Yoga room—1, Multipurpose hall—1, Common room—1

Computers for the use of students— 42

Computers for the use of office including administration—

Separate toilet facility for boys and girls.

Wash room for girls—4

Wash room for boys—4

Wash room for male teachers—3

Wash room for female teachers—3

- The safeguard against fire has been provided in all parts of the building.
- The safe drinking water facility has been provided by the institution.
- The campus of the institution is under CCTV surveillance.
- The Institutional campus, building, furniture are barrier free.
- The institutional campus is disabled friendly for PWD students.
- Free wi-fi facility is available.

- The institution provides biometric attendance for faculty and staff.
- Learning management system is functional.

The sports field of the college is within the campus. It is actually an outdoor playing area for various sports, viz., soccer, hockey, hurling, cricket, football etc.

All these physical facilities are immense useful for facilitation of teaching learning process. It is to be noted that the main objective of teacher education institutes is to produce skilled teachers to the society. These teachers build the backbone of future nation. We aspire to be a developed nation in future and that can be ensured by effective judgement of TEI faculties in the context of their ability to prepare the future generation of teachers who will be technologically sound theoretically updated and amiable to their students on judgement of their psychosomatic pre conditions.

The above noted physical facilities help the teaching learning system in the following ways

- Adequate class room help the faculties to provide remedial classes, group activities and counselling of the learners with diversities.
- The laboratories provide practical sense and feasibility to materialise the theoretical concepts.
- The smart class room offer the opportunity to show PPT of content and help the learners to provide feedback continuously during PPT presentation.
- The games in the language laboratory encourage joyful learning.
- The computing facility and learning management system help the teaching learning procedure maintaining the pace of the learners.

Different sorts of sports in the field add further spirit and create viable energy to participate more and more in the learning process.

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

4.1.2

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

Response: 12.12

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: 33

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

4.1.3

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

Response: 3.91

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 |
|---------|---------|---------|---------|---------|
| 2.98 | 1.09 | 2.94 | 1.67 | 3.00 |

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

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

. Library is automated using Integrated Library Management

System (ILMS) :-

The presence of library is indispensable to all the institutions and when it comes to an academic institution, library plays a vital role as some of knowledge and constitute tool of learning process. The DNSS college library was established always striving had to meet the academic and

research need the expectations of the students and the faculty members as well as the academic support staffs.

The Library services as academic repository of the institute for its members in pursuit of excellence in their respective area of interest.

The college library is spacious, well light aptly ventilated easily accessible, with enriched availability of textual resources consisting of text books, reference books, e-books, national policies/documents, Journals, e-Journals, magazines, encyclopedias, dictionaries, and newspapers.

The library Provides ample space to each sections- Reference Section, Periodical Section, Circulation Sections, Reading Room etc.

The DNSS college Library Highly sophisticated with a state of art facility. The Library Offers basic services like Library membership, circulation of reading book facility, photocopy Service and many value added service like, computerized information Search, Current Awareness Service (CAS), Selective Dissemination of information (on Demand Service), Career guidance Corner, ask your librarian remote login facility.

The partially automated system of DNSS college Library started in 2018 with Koha, a library automation software (version 3.22.10), which was replaced in the year 2024 by that was Version 22-11-17 of the Koha Server that was migrated to cloud and made the ILMs fully automated. Various modules have been developed to make the search as well as barcode-board the issue return of books easier and effective. The various modules are acquisition, circulation cataloguing, OPAC, patrons, Barcode generation, report generation, tools etc.

The bibliographic details of all the documents in library can be searched online, the Online Remotely through the Public access Catalogue (OPAC) Link to web OPAC is available at the website. under library web page. More over; library has also acquired latest assisting technologies such as smart phone applications like M-OPAC to Search the Library books over smart Phones from any where.

In the context of the DNSS college has subscribed e- resources services of Del net (Developing Library Network) presently use 2024, under ID: IM-10697. The Del Net Digital Library resources Provides access to More than 3.8 core catalogue Records of books, journals, articles etc through the discovery portal and also more than one crore and fifty lakh full text e-books e-Journals & e- articles through Knowledge Gainer Portal besides many other E-resources. Del net has also recently

launched vision portal which contains video recordings of lectures on varied subjects The students and faculty members of the college get benefited by using the Del net data base and services. It is functional with proper computer having internet and WI-FI connectivity.

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

4.2.2

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

Response:

The college library update to the changing needs of education and rapid by changing world into the digitization of education all across the nation. The institution library subscribed to a remote access system. 'Delnet' is chosen as a platform of remote access and subscribed for managing remote access of library recently in June, 2024. The Delnet Digital Library resource provides access to more than 3.8 core catalogue, records of books, journal articles, etc. through the discovery portal and also more than one crore and fifty lakhs full text e-books, e-journals & e-articles. Delnet has also recently launched 'Vision Portal' which contains video recordings of lectures on varied subject. The institution has now remote access of library resources for the benefit of any students and faculty of DNSS college globally. There is no limitation of access and is available 24/7 to all the stakeholders. College library is an important and integral part of the teaching, learning and research programme. College library extends opportunities for self-education to the deserving and enthusiastic students. The college website under library webpage has any such material links that can support the teaching learning process. The bibliographic details of all the documents in library can be searched online remotely through the Online Public Access Catalogue (OPAC). Link to web-OPAC is available at the college website under library web-page. Institution library has many books of education and books on pedagogy. Teachers and students are using the library as a resource for gathering information and knowledge. The college library fulfill information need of faculty and students.

| File Description | Document |
|--|-------------------------------|
| Details of users and details of visits/downloads | View Document |
| Any other relevant information | 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: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Receipts of subscription /membership to e-resources | View Document |
| E-copy of the letter of subscription /member ship in the name of institution | View 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: 0.13

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 |
|---------|---------|---------|---------|---------|
| 0.23 | 0.11 | 0.18 | 0.07 | 0.07 |

| 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: 43.08

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: 2770

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: 3076

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: 2960

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: 2331

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: 2691

| 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 |
| Any other relevant information | View Document |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution | View Document |

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: C. Any 2 of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any additional information | View Document |

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Institution updates its ICT facilities including wi-fi

Our college has different digital technological facilities. We have one smart class room with the help of which we organise interactive classroom situation. The slide show can also be presented with the help of smart classroom. The up gradation work of English language laboratory is also under process. A well equipped computer lab or ICT lab is functioning in the college. The students of the college are accessing the computer laboratories. The college building, the library, the smart class room, the office and the Principal's room are facilitated with the wi-fi connectivity. There is open access of wi-fi connectivity to all students and the staff members of the college. Most of the teaching staff use the ICT in the classrooms and laboratories. We take the advantage of digital device to show other educational sites to the students. Some basic facilities for updating are:

1. Computers are formatted in regular basis taking the help of computer operator.
2. Antivirus is regularly installed.
3. wi-fi connectivity is available.
4. CCTV is installed and monitored.
5. College website is maintained by.Right Brains Technology
6. The uploaded LMS information are also available through college website. The link is mentioned in the uploaded LMS information.
7. The online classes and classes taken through Youtube During the Covid 19 period are still remaining in force.

8. The library is using integrated library management system. For the sake of library automation KOHA software, DELNET has been made effective.

| 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: 10.57

| 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: 125

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

Response: 125

| 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 |
|---|-------------------------------|
| List the equipment purchased for claimed facilities along with the relevant bills | View Document |
| Data as per Data Template | View Document |
| Link to the e-content developed by the faculty of the institution | View Document |
| Link to videos of the e-content development facilities | 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: 7.2

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 |
|---------|---------|---------|---------|---------|
| 7.24 | 4.05 | 2.75 | 1.19 | 6.27 |

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

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

The college has an established system for maintenance and utilization of physical, academic and support facilities. For these purpose we have three employs. They clean the equipment as well as the campus on regular basis.

Laboratories (Psychology Laboratory & Computer Laboratory): Curriculum committee is responsible to maintain and upgrade the laboratories with necessary equipments from time to time to cope with change in the syllabus. Physical Verification is carried out to verify working/non-working/missing equipments etc. Precautionary maintenance and routine monitoring is carried out regularly.

Sport equipments: Under principal’s supervision, support staff looks after the functioning of facilities. The sports equipments are issued to the students as per the schedule of the events. For out of order equipments, repairing and maintenance is done. Preventive maintenance measures are taken in time. One of the staff member is responsible for utilization of sport Facilities, activities held, awards for the students etc.

Library: The college library is well maintained in tune with the changing academic needs of the students. Library committee takes care of the library matters and ensures its smooth functioning. Every year, in the beginning of the session list of books in various subjects required by the students, faculty members, are invited. After that books are purchased by following proper procedure. Maintenance and utilization of library resources are done strictly following the library rules.

Computer Laboratory: There are two computer laboratories in the college. One is for students and another is for faculty. The computer laboratory offers proficiency programs in information technology and english speaking. According to the B.Ed. curriculum ICT practicals are organized for students as per the time table. The college Curriculum Committee is responsible for maintenance and functioning of the labs.

Class Rooms: Class rooms are allocated to all subjects along with necessary ICT facilities and are utilized as per the time table. The class rooms are cleaned on daily basis by support staff. Institute head (Principal) monitors and ensures that the cleanliness is maintained in the class rooms and the college premises. Institute has also appointed housekeeping staff to maintain the garden and toilets.

Psychology Laboratory: It is maintained by the psychology department. The lab is used as part of the undergraduate program.

| File Description | Document |
|--|-------------------------------|
| Link for additional inflrmation | View 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 |
|------------------------|-------------------------------|
| Geo-tagged photographs | View Document |

5.1.3

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Samples of grievance submitted offline | View Document |
| Institutional guidelines for students' grievance redressal | View Document |
| Data as per Data Template for the applicable options | View Document |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View Document |
| Paste link for additional information | 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: D. Any 1 of the above

| File Description | Document |
|---|-------------------------------|
| Report of the Placement Cell | View Document |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | 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: 7.42

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20 | 10 | 9 | 3 | 5 |

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Appointment letters of 10% graduates for each year | View Document |
| Annual reports of Placement Cell for five years | View Document |

5.2.2

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

Response: 10

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 15

| | |
|---|-------------------------------|
| 5.2.2.2 Number of outgoing students progressing from PG to M.Phil. | |
| 5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D. | |
| File Description | Document |
| Documentary evidence in support of the claim | View Document |
| Details of graduating students and their progression to higher education with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |

5.2.3

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

Response: 0.16

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 |
| 0 | 1 | 0 | 0 | 0 |

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The constitution of students' council contains general body, executive council and advisory board. The students' legislative council comprised of following members

1. President

2. General Secretary, Board of cultural affairs
3. General Secretary, Board of sports activities
4. General Secretary, Board of science and technology
5. General Secretary, Board of literally activities
6. General Secretary, Board of academic affairs

All the above noted members constitute the executive committee. The term of office shall be one academic year for each of the executive council members. The president is responsible for coordination amongst the various constituent boards of the students' executive council.

The board of cultural affairs promote an address Arts and cultural skills including music, dance, arts and craft, theatre, audio visuals, events related to arts and culture and workshop for arts and culture. The budgetary requirement presented to faculty advisor for discussion and coordination.

The board of sports activities shall promote and address sports and games among students including **1.** Inter departmental events **2.** Annual sports of the college **3.** Comply to the principle of national events as directed by GOVT. of India **4.** Maintenance of sports equipments and facilities of the college. Taking the help of faculty advisors and keeping the liaise with external agencies, sports and games activities are organised. Detailed account of all expenditure are submitted to the president.

The board of science and technology mainly concern with science laboratories and ICT facilities. The faculty advisor is to plan a schedule of list of activities to be undertaken by the board.

The board of literally activities of the student council perform the following

1. Promoting the art of speaking on various platforms.
2. Discussion on important issues related to overall development of the institution.
3. Celebrating cinema and identifying the talent providing outlet for and cultivating literally talent.
4. Increasing awareness on quizzing.
5. Using print media providing journalism promoting debating and writing.

The board of sports activities provide institute facilities for games and sports. If necessary sometimes different clubs for games and sports are established.

Other roles of students' council

The principal Prepares list of students representatives on different bodies of the institutions. The representatives compulsorily attend the annual alumni meet. The student council also keep an eye on grievances of the students and the decision of grievance cell.

Copy of constitution of students' council

1. President
2. Vice-President

3. Secretary

4. Joint-Secretary

5. Treasurer

6. Member

7. Member

The term of office is(one academic year)

After the expiry of the academic year a general election is held under the supervision of the Principal/HOI. The electorate refers to all students of the institutions. Generally voting is exercised without any political interference under the Principal's supervision and counted by tally marks. No problem cropped up till date.

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

5.3.2

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

Response: 7.4

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 |
|---------|---------|---------|---------|---------|
| 11 | 4 | 4 | 8 | 10 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

An alumni association is an association of graduates or more broadly of former students (alumni). These associations often organize social events, publish news letters or magazines, and raise funds for the organization. Many provide a variety of benefits and services that help the members maintain connection to their educational institution and fellow graduates.

Support system of Alumni association

1. Career Assistance- Career counselling, offer resume and cover letter assistance to help graduates put their best foot forward

2. Alumni Contribution- Alumni can play an active role in voluntary programmes like mentoring students in their areas of expertise. The alumni are the reflection of its past, representation of its present and the link to its future. With the advent of social media ,alumni relationship has taken a different flavour all together. The college has started to harness the power of alumni to various networking platforms like LinkedIn, Facebook, Twitter etc. If we make alumni network active they will become loyal supporters, best ambassadors offering invaluable promotion to institution.

Alumni can helps students to get placed at their organizations.

3. Financial Benefits- Alumni association likely offers all kinds of benefits, discounts and opportunities that could pay dividends on earned degree for life. Alumni organises seminar for job orientation with the help of online videos and resources free of charge. Webinars are also organised by alumni.

4. Contact with Classmates- Another benefit to belonging to an alumni association is having being able to connect with former classmates and be courteous to them. First finding them, making contact and then rebuilding the relationship are the ways. Social media, writing e-mail and text them are vitally important.

5. Infrastructural Development- When the Institute suffer from under developed infrastructure, the old graduates of the institutions placed in different corporate sectors, sometimes come forward sanctioning

fund from Govt. Policy of corporate welfare scheme of social responsibility.

6. Recognising and nurturing talent- When Alumni association participate in several cultural and sports activities of the college, they recognise and identify talented students. They can organise training programme for those students so that they can perform in state and national level.

| 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 |
| Income Expenditure statement highlighting the alumni contribution | View Document |
| Documentary evidence for the selected claim | View Document |

5.4.3

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

Response: 10

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

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

An alumni association is an association of graduates or, more broadly, of former students (alumni). These associations often organize social events, publish news letters or magazines, and raise funds for the organization. Many provide a variety of benefits and services that help the members maintain connection to their educational institution and fellow graduates.

Support system of Alumni association

- 1. Career Assistance-** Career counselling, offer resume and cover letter assistance to help graduates put their best foot forward
- 2. Alumni Contribution-** Alumni can play an active role in voluntary programmes like mentoring students in their areas of expertise. The alumni are the reflection of its past, representation of its present and the link to its future. With the advent of social media, alumni relation sheep has taken a different flavour all together. The college has started to harness the power of alumni to various networking platforms like LinkedIn, Facebook, and Twitter etc. If we make alumni network active they will become loyal supporters, best ambassadors offering invaluable promotion to institution.

Alumni can helps students to get placed at their organizations.

- 3. Financial Benefits-** Alumni association likely offers all kinds of benefits, discounts and opportunities that could pay dividends on earned degree for life. Alumni organises seminar for job orientation with the

help of online videos and resources free of charge. Webinars are also organised by alumni.

Alumni association hold academic tour programme at discounted rate.

4. Contact with Classmates- Another benefit to belonging to an alumni association is having being able to connect with former classmates and be courteous to them. First finding them, making contact and then rebuilding the relationship are the ways. Social media, writing e-mail and text them are vitally important.

5. Infrastructural Development- When the Institute suffer from under developed infrastructure, the old graduates of the institutions placed in different corporate sectors, sometimes come forward sanctioning fund from Govt. Policy of corporate welfare scheme of social responsibility.

6. Recognising and nurturing talent- When Alumni association participate in several cultural and sports activities of the college, they recognise and identify talented students. They can organise training programme for those students so that they can perform in state and national level.

| 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:

Mission: DEBNARAYAN SHIKSHA SANSTHAN (B.Ed & D.El.Ed) College aspires to offer quality teacher education to enlighten, emancipate and empower the student – teacher fraternity and to foster lifelong learning.

Vision: DEBNARAYAN SHIKSHA SANSTHAN (B.Ed & D.El.Ed) College will undertake

- To prepare effective and commanding classroom teacher. To develop among would be teachers various skills of teaching in teams of competence and performance in interactive classroom teaching learning situations.
- To initiate would be teachers into the study of education of both as a discipline and a profession.
- To help would be teachers define role of teachers in a fast changing and developing Indian society.
- To acquaint would teachers with modern and innovative practices in teacher education.
- To build up among would be teachers functional activities for exploiting strategies and being resourceful in teaching learning situations in which the school going adolescents live in and grow up.
- To educate would be teachers to be active facilitation of learning, manager of learning environment and organizer of reception, perception, conception and learner's cognition interactive classroom situations.
- To imbibe in would be teachers, the follow felling, cooperative attitude, leadership qualities, research aptitude, national spirit and qualities of global citizen.
- To acquaint would be teachers with organizational frame work for various guidance services in schools or accessible to school.
- To inculcate in would be teacher the spirit of empathy for the school going adolescents.
- To orient and train would be teachers in educational technology, information technology, computer literate and various means of effective classroom teaching and learning.

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

6.1.2

Institution practices decentralization and participative management

Response:

Debnarayan Shiksha Sansthan(B.Ed & D.El.Ed) college believes in democracy. The essence of democracy lies in individual freedom and decentralization of power. The institution follows the professional management approach in managing the institution. Practice of decentralization is having own significance in the management. It reflects the policy decision making, planning and administration, and office management. Management and administration is responsible for quality initiative to promote education for all sections. The institution enhances the quality at various level-management/Governing bodies, Principal/TIC, IQAC Committee, NAAC Committee, Cultural Committee, Academic Council, Exam Committee, Grievance Cell, Anti-Ragging Committee and other various supervisory Committees. Non- teaching Staff is involved in the above mentioned committees, Student representatives, Alumni Association and other stakeholders are also involved in the decentralization. For participating management all the members of the above committees are working together for efficient functioning of the institution.

- 1.**Decision Making:** All the stakeholders have right to put their opinion in all area of decision making process.
- 2.**Administration:** Administration is the backbone of the institution. Institution firmly believes to provide quality education to the society. The administration plays a integral role leading and supporting development and implementation of policies, programmes and initiative that are associated with the vision and mission of the college as well as the objective of our country India.
- 3.**Faculty Members:** Faculties maintain the healthy relationship with students, colleagues and community. The constructive execution of policies, representation of professional ethics in the education is also role of faculty members.
- 4.**Departments:** The primary role of all the departments is to provide academic excellence.
- 5.**Non-Teaching Staff:** Non-Teaching Staff plays a crucial role in managing day to day work and accomplish operational and strategic objectives.

Case Study Showing Decentralization and Participative Management

- 1.The top management undertakes the graveness of any situation (e.g. any academic or administrative problem). Then the said top management gives generous freedom and flexibility to the Principal with the academic council. They meet and take necessary steps to formulate and implement the perspectives plan.

2. As part of quality improvement and quality initiative the concerned IQAC is given role to work on quality development and resolve the problem.
3. Faculty members are sometimes asked to need and discuss the smooth functioning of the institution.
4. Various committees are constituted and the appropriate committee is given the responsibility to shot out the problem.
5. The committee chairman of the concern committee report to the principal and IQAC about planning and implementation.
6. The committee get feedbacks from all the stakeholders of the institution.
7. The overall administrative and academic duties are controlled by the Principal of the institution with the monitoring of IQAC.

In this way, maintaining Hierarchy of the committees, the overall smooth running of the institution is ensured. Consequently conducting classes, Practical, ensuring attendance, timely holding of examinations, and publications of results all are guaranteed.

| 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:

Financial transparency promotes accountability in the institution. When employees have visibility into the institution financial health, they are more likely to take letter ownership of their roles in the organization.

It not only satisfies regulatory requirements but also builds trust, attracts investment and supports informed decision making contributing to overall success and sustainability. Organizational financial transparency may achieved in the following ways –

- Regular communication of budgetary information through accessible channels organizing regular meeting or gathering that focus on openly discussing financial matters. This gives employees platforms to share their perspectives and contribute ideas.
- Empowering employees to play active role in shaping the financial future of the college.
- Regular Audits of the statements of the college are crucial for maintaining financial accuracy.
- Hire a third party to improve the financial credibility of the college.
- A thorough evolution of all legal mandates so that stake holders can be confident about reliability.
- Product cost break down, tax contributions environmental and social responsibility contribution

are part and parcel of the audits.

- Honesty, Integrity, consistent communication, educational programme and open discussion equip our college to any financial situation.

Transparency in Academic, Administrative and other functions

1. Transparency in learning and teaching is set of teaching strategies that focuses on making transparent to students how and why they are learning and engaging with course content in particular ways.
2. Transparency in Educational Administration is a need. It transparency is there students and teachers can be held accountable for their Actions. (Students Achievements and general conduct).
3. The Administrator or the principal is holding the steering of educational Institutions. Setting the course for academic success and fostering on environment conducive to learning.
4. The Administrator promotes good governance ensures accountability, build trust between the government and citizens.
5. For the sake of better learning the Head of the institutor share the academic resources and ideas. They seek answer to teaching problems and encourage novel ideals.

| 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:

Institutional strategic plan is effectively deployed

Debnarayan Shiksha Sansthan (B.Ed.& D.El.Ed.) College committed to empower the students with the wings of knowledge which will give them a fill up to attain the holistic development in their life, along with an effective contribution to nation building. The strategic plan for 2018-2023 continues, and its focus on new technologies, areas of learning and enhancement, holistic development. We always provide a balanced mix of theoretical knowledge, practical experience, professional development, and personal support.

The objectives in Teaching Learning Development are as follows:

1. To provide comprehensive knowledge of educational theories, principles and practices for knowledge acquisition.

- 2.To develop effective teaching skills, including lesson planning, classroom management, assessment techniques, enhances communication and interpersonal skills necessary for teaching.
- 3.To train students in modern, innovative teaching methodologies, digital tools in education for pedagogy expertise.
- 4.To emphasize student-centered learning and active engagement.
- 5.To promote collaboration and teamwork among students.
- 6.To foster a sense of social responsibility and community involvement.

The strategic plan for 2018-23 continues, and its focus on new technologies, areas of learning and enhancement, holistic development. Just like an ideal college environment, we always provide a balanced mix of theoretical knowledge, practical experience, professional development and personal support.

Actions initiated in Teaching Learning Development for 2018-23 are as follows:

- The institution follows Academic calendar by the affiliated University (BSAEU) and the Board (WBBPE). The college properly follows the calendar for implementation of various activities including curricular and co-curricular activities.
- The syllabus is distributed at the beginning of each semester in case of B.Ed. and in each year in case of D.El.Ed.
- Then the college organizes induction programme for the new trainee teachers of both the courses.
- The college focuses on mainly learner centric approach in the classroom.
- Our teachers always motivate them to learn through associative learning, experiential learning, participative learning etc.
- Smart classroom along with e-learning facilities are also introduced.
- For slow or weak learners, tutoring, Counselling, remedial teaching are provided with special care.
- Monitoring is provided by our experienced faculties during internship programmes.
- Students are encouraged with the use of ICT like PPT presentation.
- Visit to educational places, fields, co-curricular activities are arranged for betterment of their learning skills.
- Continuous internal evaluation is followed by the institution for the measurement of real outcomes.
- Regular feedback system is maintained by the college.
- The access of e-sources is also increased.
- Faculties are very much concerned about their students' progress.
- For the teachers, they tend to participate in orientation programmes, seminar presentation, workshops etc. for their career development.

The overall formulations are approved by Academic Council & advocated to the other members of the college for implementation.

Future Plan :

- To develop a system for conscious, consistent & catalytic improvement.
- To foster a learner centric environment.
- To promote measures for institutional functioning towards quality enhancement.

| 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:

Each organization has different structures. On the basis of that structure the relationship between different people departments and jobs at different levels within that organization exists. All the employees must know their job and whether the job is fitted in to the overall structure. It is an intuitive reflection of organization structure laid down in the website of the college to illustrate the relationships among departments, superiors and subordinates vividly and briefly. It is defined as top- bottom with icon list, architectural diagrammed which can automatically increase the vertical level. It (ORGANOGRAM) shows the correlation among organizational unit in the form of graphics and it provides great convenience for people to view detail information on organizational units as well as the associated position and personnel.

Chart (Find in different page)

The Govt. Of India frames policy for TEIs. The statutory independent body NCERT has been given charge to regulate TEIs on getting recognition from NCERT, the college applied for affiliation of Baba Saheb Ambedkar Education University (Erstwhile WBUTTEPA) for the B.Ed course and West Bengal Board of Primary Education for the D.El.Ed course. The college obtained both the affiliations. The college runs under the governing body of which Principal/ HOI holds important position. The IQAC coordinated by a senior assistant professor who is also given charge of NAAC as officer on special duty. Faculty members and non-teaching staff hold a most important role in teaching learning and quality control, the feedback obtained from students/ stake holders/ Alumnae association play vital role.

There are several academic committees mentioned in the above organogram. The extension services and co-curricular activities are conducted hierarchically as mentioned in the above organogram.

On being selected by the GB, the faculties are required to appear before the final selection committee of University and appointment given on getting approval of the University. In case of D.El.Ed the selection committee constituted by GB with an external experts forwarded by WBBPE, the recommendation for appointment is forwarded to the board and appointment issue on getting approval of the board.

| 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: D. Any 2 of the above

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

6.2.4

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

Response:

Decision making body: *Cultural Committee*

Date of the meeting: 5th May 2023

Decision taken: Duration of the program one and half an hour, coordinator of the program make decision how to represent this program. Background decoration of the stage will be made very special effect. That helps create a beautiful environment. Distribute the responsibilities to each.

Name of the activity: *Celebration of Rabindra Jayanti.*

Objectives of the activity:

1. To inform the students about the significance of Rabindranath's birthday and to commemorate the day with a beautiful cultural program.
2. To inspire future generations to follow his ideals and philosophy.
3. To provide a platform for cultural expression and exchange through music, dance, and drama performances.
4. To encourage critical thinking and discussion on Tagore's ideas and relevance in modern times.

Cultural Committee:

In meeting number 12 on 05.05.2023 the cultural committee discussed about the celebration of Rabindra Jayanti in the college multipurpose hall on May 8, 2023. In its meeting the following minutes have been incorporated.

1. Significance of the day, 2. Formation of students group, 3. Distribution of duties, 4. Selection of anchors, 5. Theme of the stage. 6. Different events.

Implementation

Assistant professor Mr. Jogesh Chandra Jotdar explained the significance of the programme and told about versatile genius Rabindranath Tagore. Students group from the interested participating students were formed for different activities. The theme of the background stage developed by our Fine arts teachers Dr. Mousumi Dutta and Tapasi Das is approved by the Principal. The theme could demand special attention because of a picture of Jorasanko Thakurbari. . The cultural programme was conducted by Dr. Debabrita Mallick.

Floral arrangements and traditional Alpona designs added to the festive ambiance. The program commenced at 2:00 pm with the lighting of the ceremonial lamp by the TIC Bratatee Joddar and HOD Anupama Chakraborty and others faculty members. The inaugural session included a welcome speech by our students Nabanita Mandal, who highlighted Tagore's immense contribution to literature, music, and education. A moment of silence was observed in honor of the great poet. The heart of the Rabindra Jayanti celebration was the array of cultural performances inspired by Tagore's works. The first performance was a captivating rendition of Rabindra Sangeet by our students. Their soulful performance of "Aguner Parashmoni" and "Amaro Porano Jaha Chay" set a serene and reflective tone for the event. Following this, our students presented a series of dance dramas based on Tagore's plays and poems. The highlight was a beautifully choreographed dance drama adaptation of "Tasher Desh," which mesmerized the audience with its vibrant costumes, expressive dance moves, and the underlying message of freedom and individuality. The program also featured recitations of Tagore's poems and readings from his notable works.

It was decided that events to be performed are to be well rehearsed. The programme has to be concluded by singing national anthem.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The governing body of the college enforced the following measures for the welfare of the employees.

1. Contributory P.F
2. E.S.I
3. Maternity leave
4. Bonus and
5. Loan facility

For some teachers and non- teaching staffs contributory P.F was extended as the college being self-financed non profitable organisation, there is no financial scope of pension and retirement benefit.

E.S.I facilities as per rules are provided to employees and their family so that they can tackle health issues free of cost.

The following female teachers wanted maternity leave as per their convenience.

1. Smt. Sumeli Das Bhakat, Smt. Brotatee Joddar, Smt. Subhra Pal, Smt. Mala Saha and Smt. Priyanka Biswa of their certified by the doctor as regards their expected date of delivery. On consideration of their family condition and psychophysical status, they applied for maternity leave supported by the certificate from the concerned doctor and the leave applied for was sanctioned by GB with full pay as per rules.

Other welfare measures:

1. Career advancement of faculties: The following faculties proposed to advancement of their career by way of doing Ph.D in education or in their related subject. For this purpose they wanted to have on duty leave with full pay to attend seminars, conferences and course work as prescribed by their concerned University. The governing body encouraged such attempts permissible under the rules.

2. Staff development programmes: Several meetings have been conducted time to time by the management of the college to motivate them to update their personnel with modern methods and procedure. Interactions with each other make progressive development. Educational and technological experts take part in their development. According to feasibility of the college, financial supports are also rendered to them.

3. Financial Support: In house seminars, seminars by external experts, conduct of in house workshops and discussions on research methodology were occasionally held in the college. Personalities like Dr. Amarnath Ghosh, Dr. Debasree Banerjee and Dr. Mandira Mukherjee used to remain present in the programmes. Dr. Subir Nag as expert from outside of the college and Mr. Debasis Btattacharyya, HOD of D.El.Ed and in house senior lecturer jointly conducted a psychological guidance programme which was financially supported by the college authority.

4. Outstanding achievement: Participation in different educational forum, being NET qualified participation in international and national seminars were appreciated by all.

5. Medical leave: Medical leaves and special medical leaves are also accorded approval by the management.

6. PF/ ESI: In spite of financial stringencies some financially weaker employees are provided with PF/ ESI facilities.

7. Loan facilities: Some faculties and non-teaching staff are provided with loan facility, of which refunds are realized on equitable distribution so that they can fulfil the need of the hour (viz., house repair, daughter's marriage, critical treatment, and other purposes).

8. Festival bonus: On the basis the salary structure and maintaining the rules of the GOVT. ex gratia is allowed according to financial capability of the institution.

| 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: 1.09

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 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional Policy document on providing financial support to teachers | View Document |
| Income Expenditure statement highlighting the financial support to teachers | View Document |
| E-copy of letter/s indicating financial assistance to teachers | View 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: 5

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 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| File Description | Document |
|--|-------------------------------|
| List of participants of each programme | View 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: 100

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 |
|---------|---------|---------|---------|---------|
| 25 | 18 | 22 | 12 | 15 |

| 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:

Performance appraisal system is required to submit by the staffs for each month mentioning total no of working days, the subject dealt with, number of classes allotted and actually taken, number of provisional classes taken for any relevant subject etc. Teaching plan are given in details on learning management system (LMS) of the institution.

LMS issues- Number of unit plan uploaded, PPT uploaded, number of question maker uploaded and instructional materials are also uploaded. Links are also provided for further study.

Evaluation- Number of test administered for evaluation is mentioned, results are displayed in LMS and sometimes results are given directly to the students.

The queries put forward by the students are discussed by the teachers in class room. **Continuous formative assessment** is in force.

Lecture demonstration method and other teaching methods whatever the faculties used in the class room are mentioned in the appraisal form.

The main component of self-appraisal is self criticism, improvisation and self-modification for

betterment of delivery of learning materials.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The related Income and Expenditure for a particular year is collected and receipts & payments for the period ended on the particular year is examined by a chartered accountant. All the evidences supporting the amount and disclosures in the financial statements were examined by the auditors. On the basis of overall financial statements and the Balance Sheet prepared, the auditor's report has been given by the auditor.

Year wise audit objections and their compliance :(for the year 2022-23)

1. The members of the society had taken advance in cash without any resolution and proper confirmation.
2. There are no proper purposes of capital donation received.

Suggestions:

Provide each and every voucher received, stock register and all purchase bills with resolution copy of major expenses.

Cash payment should be avoided and should be made digitalized.

The society should maintain DBTS (Direct benefit transfer system) for payment to staff.

(For the year 2021-22)

In addition to the above objections, special suggestion has been given stressing digitalization.

(For the year 2020-21)

In addition to the above objections, special suggestion has been given regarding reserve fund. The society has reserve fund as sum of Rs. 4,75,000.00 in Building account but proper bills are not provided to verify the sum expended towards building account.

(For the year 2019-20)

The same objection placed as in the year 2021-22 and the same suggestion has been put forward.

(For the year 2018-19)

Income & Expenditure account excess of income over expenditure for the year ended has been shown.

List of audit objection and their compliance with seal and signature of the Principal

List of audit objections are mentioned in the report. The society members had taken advance by cash as a loan. It is true, but within a few days amount taken was refunded back to the college accounts. This was done only to expedite the developmental work. The resolution was adopted in the GB in course of suggestion given by the chartered accountant.

As per the suggestion of the chartered accountant DBTS(Direct benefit transfer system) has been introduced in our college successfully.

Digital payments by Google Pay, Debit Card are encouraged in our college.

The reserve fund of the society Rs. 4,75,000.00 has been partially used for building canteen room and installation of other facilities there.

The capital donation received by the college was used for building the annexed structure so that integrated college facility be provided in near future.

We have satisfied the chartered accountant by showing appropriate reason for excess of income over expenditure.

All utilization certificates, vouchers, receipts are kept ready along with stock register.

| File Description | Document |
|--|-------------------------------|
| Report of Auditors of last five years signed by the Principal | View Document |
| List of audit objections and their compliance with seal and signature of the Principal | View Document |

6.4.2

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

6.4.3

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

Response:

The institution raises its funds through various sources such as the fees from students, alumni, grants and from other activities conducted by the institution. The contributions of the institution's alumni are also a source of funds for the institution. The needs analysis is based on the IQAC initiatives planned for the academic year.

By mobilization of funds for the sake of quality enhancement some funds under one heading is partially/ fully shifted for the following:

1. Purchased Computer and other equipments: Computer lab is very important for the B.Ed. students for their technology based practical and lessons. New computers were added to the computer lab.
2. Purchased Books for the library and other stationery: New reference books are purchased for the library so that they will be easily available for the students.
3. Renovation of Furniture in the library: The library was furnished with new wooden desks, cupboards and book shelves.
4. Purchased machinery and other equipments for developing infrastructure.
5. Alumni expenses Rs. 13,700.
6. Expenses for faculty development programme Rs.14,128.
7. In house support for research purposes Rs.42,800.
8. Social service activities Rs.4,519.
9. Payment to teachers for research project Rs.67,200.

It was proposed that the said mobilizations have to be reverted in course of time from the accumulation of funds due to smooth collection from students.

| 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:

1. Curriculum planning: For each academic year curriculum planning is done which is compatible to the academic calendar of the institution. The Principal along with faculties sits in a meeting to discuss the curriculum prescribed by the concerned Board and University.

2. Effective classroom communication: Several activities are enthusiastically performed by the students during the internship. The mentors are appointed to review the classroom of the trainee teachers and put their comment in the students' dairy so that they can improve the quality of their teaching. Use of TLM is encouraged and improvised TLMs are highly appreciated and rated in internal evaluation. CBA are compulsory part for improvement of quality.

3. Interactive classroom: The art of questioning are taught to student teachers by the faculties and they are asked to use proper questioning for the sake of continuous motivation throughout the classroom so that they can participate in learning process. Reinforcement technique is used at every step of learning so that possibilities of correct response increase.

4. Inclusive education: The concept of inclusive education refers to including all students to equal access to equal opportunities of education and learning. Internship schools frequently use the inclusion knowledge for select student with mild to moderate special needs. Student- teachers are taught to show respect for the social and educational rights of students of their physical cognitive disabilities.

5. Code of conduct: The code of conduct approved by the GB of the institution is being implemented and faculties look after the students for the maintenance of internal discipline.

6. Integration of ICT: ICT is very much effective for understanding the content of the lesson and deriving conceptual knowledge. So the teachers use smart classroom and take the resort of PPT presentation on the topic to make the level of understanding clear.

7. Biometric attendance: Biometric attendance is compulsory for teachers, non-teachers and students of

the institution.

8. Cultural activities: The College observes all regional and national cultural activities throughout the year. The basic objective of these observations is showing the “unity in diversity” of India. Moreover the faculties separately give scope to students to practice the co-curricular activities for development of personality of the student- teachers. It is the duty of the TEI to break the introvert nature of some of the students.

9. In house seminar and other quality assurance mechanism: In house seminar, value added course, Community outreach activity, observation of national events, practice of sports and yoga, habit of attending library and e- learning materials are also emphasised by the faculties.

10. Remedial teaching and internal evaluation: On assessment of diversified students remedial teaching is arranged regularly and group discussion is allowed. Each and every activity continually observed by the faculties for sending internal evaluation marks (Considering both summative and formative evaluation) to the Board/ Universities.

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

6.5.2

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

Response:

Our college is committed to maintaining and enhancing the quality of its teaching & learning processes. At the beginning of each academic year, an academic plan is prepared in advance, then circulated & monitored. In this plan, everything like various programmes, celebrations, holidays, teaching-learning activities, plan of evaluation is notified. In the start, an orientation programme is introduced in which they were known about the details of respective courses & other details like process of teaching-learning system, evaluation system, mode of transaction, co-curricular activities etc. The newly admitted students were accustomed with the normal activity like morning assembly; attendance on regular basis as important announcements is done during the session. The respective head TIC & HOD is monitor the regular classes to focus their development & the whole academics. Beside this, the academic council committee & the cultural committee together focused academic & co-curricular activities with periodical meetings. IQAC also did meetings on regular basis regarding various important aspects for more betterment of regular teaching learning process. The academic audit (external), also done to know the recommendations which is helpful to grow as an institution. Some value added courses are also initiated & seeks more approval from IQAC. Feedback is collected from important stakeholders such as students,

teachers, alumni, respective heads from internship schools etc. for suggestions & also try to implement them. Remedial teaching, tutoring, counselling are being the common part for mainly the underachievers to get good scores & to prepare them for any competitions with the meritorious students. Students with good marks also get the guidance for state or national level tests like CTET, WBTET, PRIMARY TET, NET, SET etc. for having good professional field in future endeavours. We also focus on our faculties, arrange faculty development programme for them & also encourage them to participate in other fields like seminars, workshops etc. for their professional as well as personal growth & development.

| 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: 16.6

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 |
|---------|---------|---------|---------|---------|
| 21 | 22 | 11 | 11 | 18 |

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 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 |

6.5.5

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

Response:

Debnarayan Shiksha Sansthan (B.Ed & D.El.Ed) College focuses on the main aspect that is incremental improvements including academic & administrative domains of its functioning through IQAC initiatives. There are several incremental initiatives have been taken by the college for the last five years.

The following facilities are provided by the college, as follows:

1. Follow the vision and mission of the college as frame by IQAC.
2. College website is updated regularly.
3. Online admissions are made using payment gateways.
4. Internet Connection is available.
5. LMS system is there.
6. Free Wi-Fi Facilities, Smart Classroom are kept ready for the use of any subject faculty for the use of PPT presentation.
7. Installation of CCTV facility into the whole campus, to ensure the safety of the campus & the people within it.
8. ICT Lab with Several computers with N Computing system is a conceit of the college.
9. Integrated Library Management Software (**Koha**), deserves to be mentioned & trying to update the software gradually for the benefits of our students.
10. Journal Subscription and **DELNET** have also been a part of our library.
11. Language lab is there with language game facility, Life science lab, Psychology Lab and other labs are under renovation.

12. Periodical meetings of IQAC.
13. Canteen facility is available for all by maintaining hygiene & also giving good quality food including various food items which is healthy in nature & beverages like tea, coffee, cold drinks, lassi etc.
14. Good & renowned sound system has been installed for the various co-curricular activities performed during the last five years.

Other incremental improvements

1. Students support Cells such as Grievance redressal, Student welfare, Anti-Ragging, ICC are available in our college.
2. Direct transfer of salary to teachers by DBT process as revealed in audit report.

| File Description | Document |
|---|-------------------------------|
| Relevant documentary evidence in support of the claim | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements

Response:

Institution has taken energy policy stream lining ways of energy conservation

1. Institution invited one expert to discuss the values and social responsibilities regarding conservation of energy.
2. The Geography teacher discussed about alternative sources of energy for running the college.
3. The college has been actively encouraging creative writing skills among the students by bringing out a series of wall magazines titled “TAMAGHNA” and “UTTARAN”, covering some topics related to ways of energy conservation and use of alternative sources of energy.
4. The institution is planning to apply to the power department of Govt. of West Bengal so that they can install Solar Energy system in our college.
5. The Institution has a green generator have been used in different places. The computers and lights and fans are switched off when not in use.

| File Description | Document |
|------------------------------------|-------------------------------|
| Institution energy policy document | View Document |

7.1.2

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

Response:

Policy and procedure for implementation of waste management

Key points

Prepare a waste management policy which is accepted by GB

The GB on the basis of provision incorporated in education about waste management practices resolve the following policies to be implemented in near future

1. Composting: Composting is a control, aerobic process that converts organic materials into a nutrient rich, biologically stable soil amendment or mulch through natural decomposition. The end product is composed. Microorganisms feed on the materials added to the composed pile during the composting process.

Composting reduces the need for pesticides and synthetic fertilizers. Plants grown in compost rich soil tend to be more resilient to diseases, pests and fungi.

2. Encourage all the stake holders to participate in waste reduction programmes promoting sustainable behaviour.

3. The waste legislation will be complied with by the management: Waste laws are designed to minimise the uncontrolled dispersal of waste materials into the environment in a manner that may cause ecological harm.

4. Waste hierarchy has to be prepared:

Waste prevention Reuse Recycling Recovery Final disposal

5. A team is prepared to look after waste management.

6. Current waste disposal methods are require to be followed.

7. Creation of a waste management action plan is to be adopted.

Objectives:

a. Ensure that waste management is done in a responsible manner.

b. Reduce waste generation source.

c. Focus on reuse & recycling.

d. Participation in Swachh Bharat programme.

e. Ensure safe handling and storage.

f. Provide training and code of conduct for reduction of waste product for staff & other.

Action Plan:

1. To segregate wet and dry waste products several waste accumulation tubs have been provided throughout the college, in the corridors.

2. All the stake holders are provided with instruction so that they can use the concerned tubs according to need.

3. E- waste disposals are most important because throughout the year many electrical and electronic

devises are discarded as products, become obsolete and are thrown away. Computers, Mobile phones, Households appliances, Medical equipments are dumped. These solid waste are recycled by different sectors who collect the materials from the college.

4. The college students along with faculties participated in Swachh Bharat programme successfully.

5. Recycling of papers and disposal of plastics are required to be done by the college for which the stake holders are trained and local Govt. bodies are approached.

| 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 |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | View Document |
| Geo-tagged photographs | View Document |
| Documentary evidence in support of each selected response | View Document |

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**

4. Economical usage/ reduced wastage

Response: D. Any 1 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:

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

The major dimension of quality assurance is cleanliness of any Organisation. Sense of aesthetics comes from personal hygiene as well as the beauty of the work environment. Keeping college campuses neat and clean require active student participation along with teaching, a non- teaching staff and all associated stake holders. Majority of the students use public conveyance to reach college. Students, teachers and non- teaching staff use the litter- bins. We wash and sanitize our hands before eating. We don't spit and litter within the college campus. Our college campus is a no smoking zone. We spread awareness about the benefit of cleanliness by holding internal seminars. Sweeper is there for regular maintenance of campus cleanliness.

Sanitation refers to the provisions of facilities and services for the safe disposal of human abstinence and faeces. The word "sanitation" also refers to the maintenance of hygienic conditions, through services such as garbage collection and waste water disposal. Regular garbage collection is done in our college and waste water is properly disposed. Our college has a lush green campus. We have Swietenia macrophylla (Mahogany), Delonix regia (Radha chura), Albizzia lebeck (Sisu), Tectona grandis (Teak) inside our college campus. In our floral garden we have flowering plants like Murraya paniculata (Kamini), Tagetes sp. (Marygold), Cosmos bipinnatus (Cosmos), Hiptage bengahalensis (Madhavi lata), Rosa sinensis (Jaba) and varieties of Rosa (Roses) . We have a majestic Mangifera indica (Mango) in our campus. We also have medicinal plants Azadiracantha indica (neem), Aloe vera (Aloe barbadensis) inside our college campus. Our college is quite far away from the main road. It is free from noise pollution also. We have a green generator in our college. We do not use plastic inside our college campus. Most of the students use bicycles thus maintaining a clean and healthy environment.

| File Description | Document |
|--|-------------------------------|
| Documents and/or photographs in support of the claim | 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: D. Any 1 or 2 of the above

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

7.1.7

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| 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:

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

Response: The College ensures to be a reliable source of inspiration for the local community and its environment. The following measure will substantiate it: Leveraging the Locality Under “Unnat Bharat Abhiyan” of the Government of India, the college adopted few villages around the college campus. In order to conserve the ecosystem and enhance its richness, the forestry is being maintained within the campus. The students involve in the cleaning activities in the nearby temples and villages. To encourage the small scale industry and to elevate the standards to small scale industries, the students and staff members wear Khadi saree and shirts once a week.

Community Service

On behalf of the students and alumni association Unit, the following activities like dengue awareness, and voters’ awareness rallies were done. Sometimes the students distribute albendazole tablets for Deworming. The students were taken to Blind Boys Academy at Narendrapur Ramkrishna Mission for learning how to teach Mentally Challenged and erode to observe and understand the children with Special Educational Needs. The college through its’ Covid Cell taken all possible actions to prevent Covid cases. Students and guardians are sent to free camp on Covid-19 Vaccination, where free masks awareness pamphlets were distributed.

Locational Knowledge and community practises

To lay a firm foundation for the students to explore localities for understanding the geographical nature of the local region, measures had been taken as follows:

Involving students and staff in paddy transplantation to realize the labour behind food production.

Visiting old age home to understand their psychological and physical needs were done and mental support were provided.

Apart from the national celebrations, local festivals are given importance to appreciate our country's rice heritage.

Students visited water treatment plant in the village.

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

7.1.9

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

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

Response: C. Any 2 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Institutional Best Practices 1:

A Student Profile Mapping System is designed to create a comprehensive and dynamic profile of each

student, capturing academic, personal, and extracurricular information. The primary objectives of such a system include:

- To provide a comprehensive overview of a student's academic performance, skills, interests, and extracurricular activities, facilitating a better understanding of their overall development.
- To enable the creation of personalized learning plans and interventions tailored to individual student needs, strengths, and weaknesses.
- To identify students who may need additional support or intervention and provide targeted resources and guidance.
- To monitor and track student progress and growth over time, helping educators and administrators assess the effectiveness of teaching methods and interventions.
- To accommodate diverse learning needs and styles by providing a detailed understanding of each student's profile, enabling more inclusive and differentiated instruction.

Implementing a Student Profile Mapping System can yield several positive outcomes for students, educators, and educational institutions. Key outcomes include:

- Early detection of students' academic and personal challenges, allowing for timely intervention and support to address those needs.
- Better academic outcomes as personalized strategies and targeted support help students overcome their specific learning obstacles.
- Data-driven insights that help educators and administrators make informed decisions about curriculum development, resource allocation.
- More inclusive education through better understanding and accommodation of diverse learning needs and styles.
- Greater accountability for educators and administrators, as student progress and outcomes are closely monitored and documented.
- Improved self-awareness among students as they gain insights into their own strengths, weaknesses, and interests, fostering a growth mindset and self-directed learning.

Institutional Best Practices 2:

A learning Management system (LMS) is designed to facilitate the delivery, administration, documentation, tracking and reporting of educational courses and training programs.

- To provide a centralized platform where educational content, resources, and learning activities can be accessed by students and instructors.
- To ensure that learning materials are accessible to students anytime and anywhere, facilitating self-paced and remote learning.
- To create an engaging and interactive learning environment through multimedia content, quizzes, and other interactive features.
- To ensure that educational programs comply with regularity standards and institutional policies, providing a standardized learning experience.
- To provide a platform for continuous feedback and improvement in course content, teaching methods and overall educational strategies.

Implementing a Learning Management System (LMS) can lead to several positive outcomes for educational institutions, students and instructors. Some key outcomes include:

- Students can access learning materials at their convenience, enabling more effective time management and self-paced learning.
- Learning materials are accessible from any location with an internet connection, supporting remote learning.
- Communication tools within the LMS facilitate collaboration between students and instructor, fostering a more interactive learning environment.
- Feedback mechanisms allow for continuous evaluation and improvement of course content and teaching methods.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title:- Practicing Outcome Based Education system (OBE)

The major area of our college performance is related to vision, priority and thrust. Education system is dynamic and requires continuous changes because the economics of our country undergoes viable changes. The GDP changes with the development of the country and international relationship.

Education sector is also facing pressure for changes due to rapid development in the various fields of economic activities, subjected to specific developments and demands for more skilled teachers to address the requirements of 21st century students. In Indian context, it is essential to implement outcome based education system (OBE).

Actually the education system is highly relevant to the aspiration level of the people of the country, the education or training is defined by the expected outcomes from teacher students. The students and teachers continually grow and never become static. Latest development around the globe are also discussed time to time.

The vision and mission of our college are always kept in our mind and we do all the activities upholding them. In the everyday assembly session we give thrust on such activities so that the student teachers can render small session during their internship program. The students are also encouraged to associate CLO and PLO.

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

5. CONCLUSION

Additional Information :

1. Curriculum: B.Ed. and D.El.Ed. Programs typically include courses on educational psychology, teaching methods, pedagogy, curriculum development, classroom management and educational technology.
2. Specializations: In B.Ed. program our institution offer specializations in subjects like science, mathematics, social studies, languages and physical education.
3. Duration: The duration of B.Ed. programs is two years.
4. Admission Requirement:

Prerequisites: In B.Ed. program candidates often need to have completed an Undergraduate degree in any discipline. In D.El.Ed. Program the minimum qualification of the candidate is H.S.

Training and Practicum:

1. Student Teaching: Practical experience is a key component of both B.Ed. and D.El.Ed. Programs. Students spend a significant amount of time in classroom settings, teaching under the supervision of experienced educators.
2. Internship: Some programs include internships in various educational settings, allowing students to gain broader experience.

Quality Assurance:

Regular assessments, feedback mechanisms and curriculum reviews help maintain high standards in teaching and learning.

Career Prospects:

1. Teaching Jobs: Graduates can pursue teaching positions in primary, secondary and higher secondary schools.
2. Further Studies: B.Ed. graduates often go on to pursue higher education, such as Master of Education (M.Ed.) or other advanced degrees in education.
3. Alternative Careers: Some graduates work in educational consultancy, administration, curriculum design, or educational technology.

Benefits:

1. Skill Development: B.Ed and D.El.Ed. Programs equip future teachers with essential skills such as classroom management, lesson planning and effective communication.
2. Professional Network: Students often build a network of peers and mentors that can be valuable throughout their teaching careers.

Concluding Remarks :

Teacher training colleges play a pivotal role in shaping the future of education by preparing competent and skilled educators. While they face challenges such as funding constraints and the need to keep up with educational changes, their strengths in providing quality education, experienced faculty, and modern facilities help them overcome these hurdles. By leveraging opportunities such as technological integration, partnerships, and research initiatives, these institutions can continue to grow and adapt to the evolving educational landscape. Ultimately, B.Ed. and D.El.Ed. Colleges are essential in ensuring that future generations receive quality education from well-trained and dedicated teachers.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|-----------|--|
| 1.1.2 | <p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none">1. Faculty of the institution2. Head/Principal of the institution3. Schools including Practice teaching schools4. Employers5. Experts6. Students7. Alumni <p>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 the changes as per shared reports.</p> |
| 1.1.3 | <p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none">1. Website of the Institution2. Prospectus3. Student induction programme4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as shared clarification.</p> |
| 1.2.3 | <p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> |

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 |
|---------|---------|---------|---------|---------|
| 168 | 379 | 0 | 178 | 129 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 150 | 150 | 0 | 150 | 100 |

Remark : DVV has made the changes as shared clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 163 | 197 | 198 | 148 | 133 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 150 | 150 | 290 | 247 | 195 |

Remark : DVV has made the changes as shared clarification.

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 |
|---------|---------|---------|---------|---------|
| 64 | 78 | 57 | 60 | 75 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 52 | 58 | 50 | 53 | 39 |

Remark : DVV has made the changes as per excluded Deled.

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: C. Any 3 of the above

Remark : DVV has made the changes as per shared reports.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32 | 32 | 30 | 32 | 26 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 18 | 22 | 12 | 15 |

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : 8

Answer after DVV Verification: 6

Remark : DVV has made the changes as per shared clarification.

2.7.2 Average pass percentage of students during the last five years

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 240 | 141 | 231 | 98 | 94 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 145 | 141 | 141 | 98 | 94 |

Remark : DVV has made the changes as per shared clarification.

2.7.4 Performance of outgoing students in internal assessment

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

Answer before DVV Verification : 240

Answer after DVV Verification: 150

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

3.1.2 Average grants received for research projects from government and / or non-government

agencies during the last five years (INR in Lakhs)

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)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.67 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

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

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

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

Remark : DVV has made the changes as per shared clarification.

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 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 0 | 0 | 0 |

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

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 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 0 | 0 | 0 |

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

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 |
|---------|---------|---------|---------|---------|
| 3.09 | 1.38 | 3.72 | 2.57 | 3.78 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2.98 | 1.09 | 2.94 | 1.67 | 3.00 |

Remark : DVV has made the changes as per shared clarification.

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

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

Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has made the changes as per shared clarification.

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**

Answer before DVV Verification : C. Any 2 or 3 of the above
 Answer After DVV Verification: D. Any 1 of the above
 Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 34 | 1 | 1 | 0 | 0 |

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 16 | 6 | 4 | 11 | 17 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 4 | 4 | 8 | 10 |

Remark : DVV has made the changes as per shared clarification.

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 : B. Any 4 or 5 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification : B. Any 5 of the above

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

Remark : DVV has made the changes as per shared clarification.

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 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 0 | 0 |

Answer After DVV Verification :

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

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

Remark : DVV has made the changes as per shared clarification.

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 |
|---------|---------|---------|---------|---------|
| 33 | 33 | 31 | 29 | 27 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 18 | 22 | 12 | 15 |

Remark : DVV has made the changes as per shared clarification.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 30 | 14 | 16 | 20 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 22 | 11 | 11 | 18 |

Remark : DVV has made the changes as per shared clarification.

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 the changes as per clarification.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1 | <p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>168</td> <td>200</td> <td>198</td> <td>199</td> <td>142</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>296</td> <td>294</td> <td>290</td> <td>247</td> <td>195</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 168 | 200 | 198 | 199 | 142 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 296 | 294 | 290 | 247 | 195 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 168 | 200 | 198 | 199 | 142 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 296 | 294 | 290 | 247 | 195 | | | | | | | | | | | | | | | | | |
| 1.2 | <p>Number of seats sanctioned year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>200</td> <td>200</td> <td>150</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>150</td> <td>150</td> <td>150</td> <td>100</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 200 | 200 | 200 | 200 | 150 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 150 | 150 | 150 | 150 | 100 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 200 | 200 | 200 | 200 | 150 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 150 | 150 | 150 | 150 | 100 | | | | | | | | | | | | | | | | | |
| 1.3 | <p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>68</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>68</td> <td>68</td> <td>68</td> <td>45</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 90 | 90 | 90 | 90 | 68 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 68 | 68 | 68 | 68 | 45 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 90 | 90 | 90 | 90 | 68 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 68 | 68 | 68 | 68 | 45 | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 245 | 145 | 232 | 98 | 95 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 146 | 144 | 142 | 98 | 95 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 240 | 141 | 231 | 98 | 94 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 150 | 141 | 150 | 98 | 94 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 168 | 200 | 198 | 199 | 148 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 150 | 150 | 148 | 149 | 100 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 36 | 37 | 32 | 35 | 27 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 18 | 22 | 12 | 15 |

3.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 44
Answer after DVV Verification : 28