



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**UNION CHRISTIAN TRAINING COLLEGE**

**P.O-BERHAMPORE DIST- MURSHIDABAD**

**742101**

**[www.uctcollege.org](http://www.uctcollege.org)**

**SSR SUBMITTED DATE: 11-10-2021**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**October 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### Introduction

Union Christian Training College was established in 8th Day of March, 1938 by London Missionary Society and CNI Church Authority. The London Missionary Society was established in 22nd day of September, 1795 and Rev. David Bogue took remarkable role in establishing this society. He was Gasport's D.D. (Doctor of Divinity). Except the Baptist Missionaries, the other organization that dedicated itself in spreading education in Bengal before 1813 is the London Missionary Society.

The college was established in the in the Old Mission House at the eastern side of the Strand Road (at present Netaji Road) of the Berhampore town in 24'02"N and 88'21"E position. The main building originally was a "Resham Kuthi" (Silk Store) at the time of East India Company. It was a two storied building, the 1st floor was used as a dwelling place and ground floor was used as a Go-down by the Silk Merchants. In the latter half of the 19th century there were two famous silk companies in Berhampore. Among them one was a British Company and another was French. The structure and the inner decoration of the present building bears the proof of artistic sense and luxurious of the French. So it can be guessed that formerly the college was owned by the Bengal Silk Company which was later occupied by the college was owned by the London Missionary Society. In this building the new Secondary Teachers` Training College started.

### Vision

### Vision

- Learning
- Liaison
- Liberty
- Leadership
- Luculence

### Mission

### Mission

- Pedagogical Excellency
- Quality Teacher Education

- Teaching Through Dedication
- Systematization of Academic Lacuna
- Promote Ideal Moral Character
- Democratic Decision Making
- Solidarity of Mankind

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

1. Greater Number of Female Student-Teachers
2. Greater Number of Christian Minority and weaker Section Student-Teachers
3. ICT enabled Classrooms
4. Tradition of Good Result
5. Qualified and Devoted Staff
6. Progressive Management
7. Enriched and fully Automated Library
8. Research Culture
9. Short-Term Diploma Course in Yoga Education
10. Career Guidance and Placement Cell
11. Remedial and First Entry to Service Coaching (Absolutely Free of Cost)
12. Healthy Relation with Society

### **Institutional Weakness**

1. Shortage of Funds.
2. Need to increase the Publication in International Journals.
3. Less linkage and collaborations.

### **Institutional Opportunity**

- 1) Enhancement of quality teachers, 'education among socially, economically and educationally weaker sections.
- 2) To take initiatives to establish linkages with research Institutions.
- 3) To provide skill-based courses.

### **Institutional Challenge**

- 1) Changing trend, attitude towards professional courses.

- 2) Less interest of student-teachers and parents in traditional education.
- 3) Less response from economically weaker sections (EWS).
- 4) Less placement opportunities in present situations.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college offers two Teachers` Training Programmes, namely Bachelor of Education (B.Ed.) and Bachelor of Physical Education (B.P.Ed.). After reaccreditation the college started a short term value-added and career-oriented diploma course in Yoga Education of NSOU. Admissions and Evaluation process are as per the norms prescribed by the State Government and concern Affiliated University. The syllabus of the various programmes is designed by the affiliated University and it is implemented by the institute. The college ensures academic flexibility by giving optional papers at Two-Year B.Ed. & B.P.Ed. Programmes. The curricula have evolved in various aspects as to meet the needs of time and equip the student-teachers with latest and practical knowledge of pedagogy subjects. The University organizes workshops on revised syllabus. The college organizes seminars on new teaching methods, use of ICT in teaching and learning etc. the college teachers represent themselves on BOS and the academic council of the Affiliating University and have made a positive impact in the work of curriculum planning, designing and upgrading syllabus.

The implementation of the curriculum is enforced through, semester wise teaching-learning plan, academic calendar, academic and administrative meeting and feedback form the student-teachers. The teaching plan of all courses is strictly executed as per the time-table. Extra efforts are taken to realize the application subject knowledge through the lead college lectures, workshops, projects, field visits thereby enabling the enrichment of the curriculum. The entire process of curriculum transaction is monitored by the Principal and Head of the Department through timely meetings and feedback. Record of teaching and other activities of the faculty are maintained in the 'Academic Diary'. IQAC monitors feedback mechanism.

### **Teaching-learning and Evaluation**

Teaching-Learning process is student-teachers centric. The college has facilitated learning process through special programmes especially for advanced learners and slow learners which have fruitful results. Remedial coaching and extra lectures are conducted for the slow learners and guest lectures, study tours, poster presentations, wallpapers are conducted for the advanced learners. Promotion to innovation and creativity in teaching-learning has result into the attainment of programme outcomes.

For ICT based teaching-learning, all required facilities are made available. Computer with Internet Connection are made available in all classrooms and both the departments. 4 LCDs are installed in all classrooms. Lectures are conducted using various modern teaching aids such as ICT, PPT, Slides, Models, Charts and e-resource.

Reforms are made to develop transparent and robust Continuous Internal Evaluation system regarding frequency and variety for which the well-planned academic calendar is followed strictly. Faculty members conduct unit test, home assignments, group discussion, seminars, projects, surprise test, open book test and semester wise preliminary examination and also organize study tour and field visits. The effectiveness of

teaching-learning process of the institute is reflected by the academic performance of the students. College results are always more than the University result.

The IQAC has designed and implemented an evaluation mechanism for the achievement of programme outcomes for last few years to ascertain the quality of teaching and learning process.

### **Infrastructure and Learning Resources**

Infrastructural facilities play a crucial role in teaching and learning process. Adequate infrastructure facilities are made available in the college campus. There are 11 Class-rooms including 2 Seminar Halls, 7 Laboratories, 2 Staff-rooms (one for B.Ed. & one for B.P.Ed.), 2 Common-rooms (one for Girls & one for Boys), 2 Hostels, (one for Gents Hostel and one for Ladies Hostel), 1 Cheep-Canteen, 1 Guest-House, Administrative Block. There is a separate Central Library with computers and internet facility and it is equipped with 16,118 printed Text and Reference Books, 14 Periodicals, 6 Magazines, 3 Newspapers regularly, 6000 e-journals and 1.99,500 e-books. Two separate Study-rooms are made available in the library. There are a Gymkhana, Play-ground, Indoor and Outdoor games facility and. ICT facility is made available in all Class-rooms and Seminar Halls. ICT based teaching-learning is adopted by all faculty members. There are one Virtual Class-room. Free wi-fi facility is made available in all Class-rooms, Departments, Hostels and Library for the Student-teachers and Faculty. Also, broadband internet facility is made available the Computer Lab., Principal Chamber, Staff-rooms, Central Library and Office-rooms. The institute has established effective mechanism for the maintenance of the infrastructure facilities. Sufficient fund is allocated for regular maintenance of the infrastructure.

### **Student Support and Progression**

All activities of the institute are student-teachers centric. The college always gives priority for providing required support to the student-teachers. The college provides financial assistance to sports student-teachers, physically challenged student-teachers, student-teachers participating in cultural activities, economically backward students in the form of concession. Student-teachers participating in various university, state and national level sports and cultural competitions are provided with TA & DA.

The college has a student-teachers grievance redressal cell to address grievances related with student-teachers and issues pertaining to sexual harassment. The institute ensures satisfactory redressal of the reported grievances. There is a special anti-ragging cell constituted as per the UGC norms to curb the ragging activities. In addition to this, CCTV cameras are installed to ensure the safety and security. Student-Teachers welfare scheme like concession for the poor students in admission fee, financial aids to the needy students, student-teachers aid fund etc. are available within the college.

The alumni of the college play a vital role in development of the college by its non-financial contributions. It also ensures student-teachers and alumni participation in various academic and administrative bodies like social welfare programmes, cultural programmes and sports. As per the university norms, the institute has a student-teachers council, name Co-Curricular Activities Committee (CCAC).

### **Governance, Leadership and Management**

The college plans all its academic, administrative and extensive programmes in tune with the vision and mission of the college under the guidance of Principal. Its organizational structure ensures decentralization of powers and responsibilities. The IQAC is functional and plays the vital role of catalyst to bring perfect mechanism of the institution pertaining to quality sustenance and enhancement. It gives priority to fulfill the recommendations given by NAAC peer team and Academic and Administrative Audit Committee. It plays attention to every quality issue related to the betterment of the college. The administration of the college has been decentralized under the leadership of the Principal of the college through different college committees. Perspective planning is made to achieve long-term ends and benchmarking is done along with the short-term planning of its achievement. There is support from all the stakeholders regarding planning and implementation of all activities. The feedback from all the stakeholders helps effectively in decision making, planning and improvements. The college gives representation to the student-teachers and alumni on various committees. The college ensures the effective welfare measures for teaching and non-teaching staff.

### **Institutional Values and Best Practices**

The college has successfully worked towards gender equity promotion and sensitivity by organizing many programs and activities. The college also tries to inculcate the message of equality among the student-teachers and society. Required physical facilities are provide to differently abled student-teachers. The college enjoys a clean and green environment as it conducts green, energy and environment audit every year. Some trees are planted every year as tradition. With hazardous waste management and e-waste management have benefited the college in gaining carbon neutrality. We have achieved success in making the college campus completely smoke free and plastic free. The college has initiated certain green practice that have made the campus eco-friendly.

Social communication with the college is intense. College student-teachers donate blood regularly, any crisis of Blood-Bank. College playgrounds are allowed to be used by internship schools completely free of cost. The boys of the local area get a chance to play twice on the college field. The college provides TLM to near by deaf and dump school.

### **Research and Outreach Activities**

The college tries to promote the research culture among the faculty. 'Research Fund' is raised and deposited in the bank for promotion of research activities in the college. The equipment's and supports facilities are made available for the student-teachers and faculty for undertaking research. The college provides financial supports to student-teachers and teacher-educators for presenting their papers at university, state, national, and international level seminars, workshops and conferences. The faculty members also organize state and national level seminars in collaboration with other institutes. Institute motivate the faculty to submit the minor and major research proposals and approach funding agencies for mobilizing resources for their research. The college also motivates faculty to pursue Ph.D. degree. Our 13 faculty members out of 23 are Ph.D. holders. Out of 13, 2 are research co-guides (supervisor) under C. V. Raman University, Chhattisgarh and University of Kalyani, West Bengal. One faculty member is pursuing Ph.D. degree.

The student-teachers and Teacher-Educators prepare models, banners, posters and research papers for this competition. For research, some facilities like library service i.e. free access to books, journals, separate study

room and computer with internet connectivity are made available for student-teachers and teacher-educators. The college remains always in the forefront in the field of regular extension activities and outreach programmes through IQAC.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	UNION CHRISTIAN TRAINING COLLEGE
Address	p.o-berhampore dist- murshidabad
City	BERHAMPORE
State	West Bengal
Pin	742101
Website	<a href="http://www.uctcollege.org">www.uctcollege.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sasim Kabiraj Thakur	03482-250254	9932886234	03482-250254	principaluctc@rediffmail.com
IQAC / CIQA coordinator	Gopal Chandra Pal	03482-251255	9475021971	-	gchpal1971@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular



<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">MINORITY ORDER.pdf</a>
If Yes, Specify minority status	
Religious	CHRISTIAN
Linguistic	NO
Any Other	NO

<b>Establishment Details</b>				
State	University name	Document		
West Bengal	The West Bengal University of Teachers' Training	<a href="#">View Document</a>		
West Bengal	University of Kalyani	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
Under Section	Date	View Document		
2f of UGC	06-09-2004	<a href="#">View Document</a>		
12B of UGC	06-09-2004	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)</b>				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	30-05-2015	120	IT IS PERMANENTLY RECOGNISED BY THE NCTE

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	p.o-berhampore dist-murshidabad	Urban	5.2	14907.12

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,B Ed	24	graduation	English,Bengali	200	200
UG	BPEd,B Ped	24	graduation	English,Bengali	100	55

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				4				23			
Recruited	0	0	0	0	4	0	0	4	12	6	0	18
Yet to Recruit	0				0				5			
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				28
Recruited	13	4	0	17
Yet to Recruit				11
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	6	4	0	10
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	0	0	7	2	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	4	0	9

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
		UG	Male	74	0	0
	Female	171	0	0	0	171
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	27	27	17	15
	Female	33	33	38	42
	Others	0	0	0	0
ST	Male	3	4	2	5
	Female	4	4	5	4
	Others	0	0	0	0
OBC	Male	38	20	26	14
	Female	25	26	39	38
	Others	0	0	0	0
General	Male	34	21	12	19
	Female	48	85	66	66
	Others	0	0	0	0
Others	Male	5	7	2	4
	Female	12	6	7	7
	Others	0	0	0	0
<b>Total</b>		<b>229</b>	<b>233</b>	<b>214</b>	<b>214</b>

## Extended Profile

### 1 Students

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
245	241	247	290	289
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
300	300	300	300	300
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
76	76	76	90	90
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
245	245	244	286	287
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

## 1.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
245	245	244	286	287
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

## 1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
245	245	244	286	287
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

## 2 Teachers

### 2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
23	23	23	23	23



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
27	27	25	25	25

  

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1990015	2111900.01	2408521.90	1982335.02	2146438.05

  

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 32

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

**Response:**

Yes, the college ensures the effective delivery of curriculum through well planned and documented process; following are some of measures taken by the college for effective curriculum delivery.

**Syllabus Design:**

The college is affiliated to the West Bengal University of Teachers` Training, Education Planning and Administration & University of Kalyani, WB. The syllabus of B.Ed. Programme and B.P.Ed. Programmes are revised and designed after every five years. The syllabus of B.Ed. Course is designed by Board of Studies (BOS) of WBUTTEPA and the syllabus of BPEd course is designed by Board of Studies (BOS) of KU. The University publish the curriculum on in website. All stakeholders can obtain the syllabus from its website. The university organizes workshop on revised syllabus at different colleges to obtain the review. If the faculty has any doubt or suggestion, it if cleared in the workshop.

**Departmental Meetings:**

Syllabus is distributed by the Principal of B.Ed. Programme and Head of the Department of B.P.Ed. Programme at the beginning of the academic year as per classes and papers to prepare the teaching plan of the syllabus of the concerned subjects and also to discuss the course contents in the departmental meeting.

**Implementation of Curriculum:**

The college on its level implements effective curriculum delivery with well-planned and documented process. In the prospectus is compulsory to the students. The college has its own website is a free access to the stakeholders. In the college library, the copies of curriculum are kept for the students and faculty.

The faculty informs the students about their syllabus and reference books in the classroom. At the beginning of each semester the faculty prepares the teaching plan of concerned syllabus and this teaching plan is orally given to the student-teacher and copy of it is given to the concerned committee and to the head of the respective departments. At the beginning of semester, the faculty of concerned subject dictates

the details of curriculum in the classroom. At the welcome function, the principal of the college gives details of the rule's terms and conditions regarding university examinations, internal evaluation, infrastructure, attendance, discipline and the structure of curriculum.

### Time-Table:

The Time-Table Committee prepares the general time-table for B.Ed. and B.P.Ed. Course at the beginning of Academic year. The Heads of the respective Departments finalize the Departmental time-table in consultation with their colleagues. The time-table is strictly implemented for the effective delivery of curriculum. Concerned heads shoulder the responsibility of the sincere implementation of academic – teaching plan and collect the syllabus completion report in stipulated time. The time-table committee organizes meeting at interval to take review of the completed syllabus. If faculty has any difficulty regarding the completion of the syllabus, he/she is advised to complete the syllabus by conducting extra lectures. The head of the institution is reported about the completion of the syllabus. Thus, the college implements curriculum effectively

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** C. Any 3 of the above

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

**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:** C. Any 2 of the above

File Description	Document
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	18	18	18

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	18	18	18

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 0.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

**Response:** 5.34

#### 1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
40	30	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Course completion certificates	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

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

**Response:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 5.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	30	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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:

#### Response:

The college offers two programmes in which cross cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics are integrated. The above issues are included in the university syllabus as a part of programmes.

#### Professional Ethics:

The college inculcates professional ethics through curriculum, and short-term diploma course in Yoga Education. The ethics of transparency, accountability, truthfulness of information and the laws against the false information are emphasized through the curriculum and short-term diploma course.

#### Gender Equality:

The college tries to maintain gender equality by providing more opportunities to girl's students. As a result, active participation of girls in various activities such as curriculum of B Ed. Programme (CC-1.4.6, ('Gender, School and Society')) and co-curricular has increased. There are various activities related to gender issues organized by the college to create awareness among give students about their rights, legal provisions, facilities and opportunities available to them. In this regard various activities such as Lectures, Seminars, Workshops and other gender sensitization programs are organized in the institution. Following are some of the activities:

- Celebration of International Women's Day
- Campaign for Save Girls Child

#### Human Values:

The curriculum helps to inculcate the human values and professional ethics to become a good citizen of society. The inculcating human values among the students are one of the prime functions of education, In

syllabi of Pedagogy of Language Social Science Group (CC-1.2.7A & 1.3.7B).

- Voting Awareness-Poster presentation,
- Voters Awareness Day,
- Registration camp for new Voters,
- Special Flood Residential Camp,
- Special Camp of Vaccination.

### **Environment and Sustainability:**

The Government has made it mandatory to introduce environmental studies at university level. As per the guidelines of university B.Ed. syllabus, the college provide an optional course (CC-1.4.11) 'Environmental and Population Education'. College conduct the following activities related to the environmental conservations:

- Water conservation program
- Models and Poster Presentation based on Environmental Conservation
- Swachh Bharat Abhiyan
- Organization of Rally

<b>File Description</b>	<b>Document</b>
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

The Union Christian Training College makes efforts in providing an inclusive environment through its



various activities which are organized throughout the academic year. our student-teachers having different culture, cults, regional, linguistic, communal socio-economic and other diversities live together harmoniously in India. Our country is known for communal harmony. Communal harmony is the hallmark of democracy in country governed by the rule of law. However, in the present time, various incidents are affecting the communal harmony in different parts of the country. The number communal incidents are increasing day by day, which is not a good sign for our democracy. Hence it is the most serious threat to our democracy. Hence it is essential to provide inclusive environment to student-teachers. Our college is an oldest teacher` training institution of undivided Bengal. Teachers are one of the best representatives of social change. For that sake, the college organizes various activities to provide inclusive environment.

Our college celebrates Birth anniversary of Mahatma Gandhi on 2nd day of October every year to inculcate thoughts of Gandhiji among the student-teachers. He believed in truth, tolerance, non-violence and acceptance of all religious within the Indian national framework. He strongly opposed violence. Birth Anniversary of Sardar Vallabhbhai Patel is celebrated on 31st day of October as ‘National Integrity Day’. Birth anniversary of Swami Vivekananda is celebrated on 12th day of January as ‘National Youth Day’ to inculcate brotherhood among the student-teachers. Birth anniversary of Netaji Subhash Chandra Bose (23rd Day of January), birth day of Great Poet Rabindranath Tagore (8/9 Day of May or 25 Baishakha) birth anniversary of Dr. Sarvepalli Rahdakrishnan as Teachers` Day (5th Day of September), birth anniversary of Vidyasagar (26th Day of September), Birth anniversary of Dr. A. P. J. Abdul Kalam 15th Day of October) celebrated as `Vachan Prerana Divas` (Reading Day) to inculcate reading habit the student-teachers`. The institute also celebrate **Antarjatic Matribhasha Divas** and **International Women`s Day**.

To inculcate the principles and philosophy of the great Indian thinkers, Social Reformers and National heroes, the institute pays tribute to them and recalls their contribution on their birth anniversaries. The institute organizes lectures of eminent personalities on such occasions to make the students aware about their thoughts and contribution for social and national development.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **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:**

**Response:**

The Union Christian Training College organizes national and international commemorative days and festivals. Affiliated University publish and circulate the list of national and International commemorative days, events and festivals. State and Central Government also issue the circular regarding celebration of national festivals like Swami Vivekananda Birth Day, Netaji Birth Day, Republic Day, Antarjatic Matribhasha Divas, International Women`s Day, Independence Day, Teachers` Day etc. these festivals are celebrated to inculcate significance of the National and/or International importance among the students. Republic Day on 26th day of January and Independence Day on 15th day of August are the national festivals of our country and the college celebrates it with great enthusiasm which inculcates patriotism among the student-teachers` and citizens.

The Institution always organizes various activities for inculcating values, rights, duties and responsibilities of citizen of India such as abiding by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem; following the noble ideals which inspired our national struggle for freedom; promoting harmony and their spirit of common brotherhood amongst all the people of India.

The institute are given importance to discipline and morality of student-teachers. Prayers and the National Anthem are sung every day in college assembly hall. Code and Conduct for student-teachers and also faculty members & college employees actively apply by the authority. The Code of Conduct is displayed on our college website and there is a committee to monitor adherence to the Code of Conduct. Institution organizes professional ethics programmes for student-teachers,`teacher-educators`, administrators and other staff. The professional ethics and professionalism of the teachers of tomorrow is emphasized.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from**

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

**Response:** B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** D. Feedback collected

NAAC

## 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:** 87.13

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:** 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
76	76	76	90	90

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

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

**Response:** 0.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	2	1	0

<b>File Description</b>	<b>Document</b>
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

**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:**

**Response:**

Yes, the college assesses the learning levels of the student-teachers after admission to the 1st Semester B.Ed. and B.P.Ed. programmes on basis of marks obtained in previous examination and the diagnostic test conducted at the beginning of the academic year as per the instructions given by IQAC. Similarly, the students of 2nd Semester of B.Ed. and B.P.Ed. programmes are also identified as slow and advanced learners on the basis of their performance in the previous university examination and internal examination. The students, who have secured below 50% marks, are identified as slow learners and the students who have secured above 60% marks are identified as advanced learners.

**Special Care for Advanced Learners:**

Advanced learners are motivated to read more reference books and given exercises on syllabus to attempt at home. The faculty encourages them to participate in various activities such as group discussion, role play and display of wall-paper on various occasions such as birth Anniversary of Swami Vivekananda, Netaji Subhash Chandra Bose, Dr. Sarvepalli Radhakrishnan, Ishwar Chandra Vidyasagar, A.P.J. Abdul Kalam, Mahatma Gandhi etc. The students are motivated to attend seminars, workshops organized by the college and other colleges in their respective subjects and thus they get exposure to advance knowledge in

the subjects. They are asked to attempt the previous university question papers for the practice and also given special guidance to perform better in the future examination. These students are encouraged to participate in quiz and cultural competitions, such as elocution, debate etc. organized by other Colleges & Universities. The rank holder students are felicitated by the college offering memento and prizes every year on the stage annual social programme.

#### **Efforts taken for slow Learners:**

The college undertakes special efforts for the slow learners. The college attempts to bridge the gap between slow learners and advanced learners through extra lectures and the remedial coaching. The slow learners of reserved category are enrolled in the remedial course. The committee prepares time table and is communicated to the students and teachers in advance. The faculty of college engages such classes. The college organizes guest lectures. Group discussion with advanced learners also helps slow learners to enrich their knowledge base. All types of academic supports are provided to slow learners through library facility. Study materials are provided to slow learners. Teachers give bilingual explanation to slow learners for better understanding. These students are not only assigned to academic exercises but efforts are taken for overall development of the students. Group discussion, interview techniques, student seminar, elocution competition such activities are conducted to enable them to face the challenges of present scenario to overcome the inferiority complex so that, they are set with appropriate perspective towards learning system. The personality counselling through mentor is also given to the students as per their needs. The committee takes into consideration students previous years marks and marks after the coaching. In this way the slow learners and socio-economically backward class students are brought near to the advanced learners.

<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**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:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

**2.2.4 Student-Mentor ratio for the last completed academic year**

**Response:** 11:1

**2.2.4.1 Number of mentors in the Institution**

Response: 23

<b>File Description</b>	<b>Document</b>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**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:**

**Response:**

The institute many innovative teaching methods are used for the academic enhancement in teaching-learning process as per suggestions and guidelines of the IQAC. Efforts are taken to make teaching-learning more students centric and making it more experiential, participatory and interactive. Various activities like group discussion, debate, elocution, seminars, projects, field-works, school visit etc. are conducted and modules and posters are displayed by the students for enhancing learning experiences. Both the departments of college organize study tours and field visits.

**Experiential Learning:**

**Visit to Historical Places:**

The Student-Teachers of History Method Subject of B Ed. Programme visit famous historical places like

*Hazarduari Palace, Cossimbazar Rajbari at Murshidabad District, Ballal-Vita at Nadia District, Calcutta Museum, etc.* visit to historical place is a part of curriculum and or syllabus (Course Code-1.2.7A, Pedagogy of Social Science Teaching : History) of two-year B.Ed. programme.

### **Field Visit:**

The students of Geography Method also visit different places to study, viz. “A Physio-socio-ecological Study of Ranka (GP), Dist.- East Sikkim, Sikkim, 2016” (Place- Ranka Gram Panchayat, May 9, to May14, 2016), “An Ecological Study of Jagatsukh Village, Dist.- Kullu, Himachal Pradesh, 2017” (Place- Jagatsukh Gram Panchayat, March 20 to March 28, 2017), “An Ecological Status of Kalingpong District, West Bengal, 2018” (Place- Sillerygaon, April 7 to April 14, 2018), “An Ecological Study of Village, Nainital District, Uttarakhand, 2019” (Place- Jaspur Village, Uttarakhand, April 25 to May 3, 2019) and Ecological Survey – 2020 has been cancelled due to pandemic situation of Covid-19.

### **Use of Laboratories:**

The institute has 7 rich Laboratories on various subjects, viz. Physical Science (Physics & Chemistry), Life Science (Botany & Zoology), Physiology, Geography, Mathematics, Psychology etc. There is also a Computer Laboratory. Student-Teachers can use concern laboratories to share their experiences.

### **Seminar, Project, Group Discussion and Competitions:**

All the faculties assign project works and seminars as per syllabus of two-year B.Ed. Programme and also organizes group discussions. An important element of the participatory learning activity is elocution, debate by the student-teachers and public lectures by eminent persons.

### **Wall-Magazine and Annual Magazine:**

The student-teachers prepare and display wallpapers on Birth anniversaries of eminent personalities. The institute publishes annual magazine, named ‘*EDUCERE TODAY*’ to motivate the student-teachers show their creative talent. The student-teachers write articles, story-short story, poem, sketches etc. in the college-magazine.

### **Sports and Cultural Activities:**

The student-teachers are motivated to participated in various sports competitions. By organizing annual sports and cultural programmes, national festivals and observing various days, college provides the platform for students to have participative and experimental learning. The institute celebrates Teachers`



Day on 5th September, on this day, some student-teachers conduct the lectures. CCAC conduct the freshers welcome programme for student-teachers of 1st semester and farewell programme for student-teachers of final/4th semester. CCAC also organize annual social programme.

### Problem Solving Method:

Lectures of experts are organized to problem solving culture in the class-rooms. Problem solving method is used by the faculty of Mathematics and statistics in the classroom.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 17.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	4

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 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:** 98.78

### 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: 242

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

### 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: D. Any 1 of the above

File Description	Document
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

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

Response:

The mentor teacher educator regularly supervise the micro teaching delivery of 2nd semester and macro teaching delivery in 3rd semester. As per university guideline rules and regulations. The micro teaching and macro teaching are evaluated by both the internal & external examiner. The assessment of marks is send to the university prescribe award list. The school visit performance booked is also supervise by the mentor teacher. The college provides sixty approved learning design by the mentor teacher educator. The same system is also followed in micro teaching plan in the college situation.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

Teaching-Learning is always considered at the heart of educational procedure. To make the student-teachers aware of different modern educational equipment's and techniques, faculty adopts innovative techniques in the teaching and learning process. The college also motivates the teachers to bring innovativeness and creativity in teaching learning process to make the process more effective and qualitative. Along with the traditional method all the faculty members are using modern teaching and audio-visual aids. The teachers have developed innovative practice such as use of ICT, interactive teaching by conducting group discussion, seminars, quiz competition, project works and adopting continuous internal evaluation at the end of each semester. The college has been providing ICT enabled class-rooms equipped with 32 Computers with internet facility, 24 educational CDs and 12 DVDs, charts, maps, modules, e-books and journals. Beside this, plays and movies based on curriculum are screened for better understanding of the student-teachers. One virtual class-room are made available. The department of B.Ed. has 9 laboratories with modern experimental equipment's and another one laboratory for B.P.Ed. student-teachers with modern sports equipment's.

During discussion sessions and seminars, student-teachers are always frank and forthcoming in sharing the experiences and this contributes significantly to the peer-led learning process under the supervision of the teachers.

The student-teachers are motivated to participate in various competitions organized by the university and WBCIPE (for B.P.Ed. student-teachers). The student-teachers are motivated and guided to prepare research papers, articles and modules of various themes and current issues in the society for journal of the B.P.Ed. Department.

**Impact** – Knowledge level of student-teachers are increased and results of the college are improved. Also, student-teachers have acquired various skills such as communicative skill, leadership quality and team-work ability and decision making etc.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 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
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement**

**Response:** B. Any 6 or 7 of the above

File Description	Document
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** B. Any 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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:** B. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** B. Any 4 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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
Data as per Data Template	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.8 Internship programme is systematically planned with necessary preparedness..

**Response:**

The College Send The Letter To The Hod With Invitation Of Trainee Capacity In Each Pedagogical Subject. After Taking The Data The College Prepares Pedagogy Wide Seeds In Each Institution After That The Pedagogy Teacher Counsels The Student Teacher And Post Themselves In Near By School. In Month Of April Every Year The Student Teacher Visit The School In Systemetic Way And Submit The Reports To The Pedagogy Teachers With Observatory Notes. In Monthe Of Aug Nov The Student Teacher Move Schools For Lesson Plan Submission And Each Mentor Supervise The Same With Observatory Notes On

Each Lessons. So That Students Can Rectify Themselves In The Subsequent Planning Of Pedagogy Structure And Process Of Delivery The Same.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 10.65

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

Response: 23

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>

#### 2.4.10 Nature of internee engagement during internship consists of

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

**Response:** C. Any 4 or 5 of the above

File Description	Document
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.11 Institution adopts effective monitoring mechanisms during internship programme.****Response:**

The college has developed a mechanism in internship lesson plan note book envisaged supervisors notes. In which the trainee can rectify the subsequent planning of lesson and correction there to. The college also text feedback from the head of the institutions before and after of the internship. The teacher educated also reports the head of the institution regularly regarding the student teacher and the development process of the internship. The college accept various level of feedback of the above stakeholders and rectified year to year the design of the evaluation process. The most interesting fact is that the college provides lesson plan note book and final teaching lesson note book free of cost to the students. for effective design of the lesson.

File Description	Document
Link for additional information	<a href="#">View Document</a>

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

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

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

**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:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>
Any additional Link	<a href="#">View Document</a>

**2.5 Teacher Profile and Quality****2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 89.15

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 60.87**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 14

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

**2.5.3 Average teaching experience of full time teachers for the last completed academic year.****Response:** 10.96**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 252

File Description	Document
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

#### 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 college has academic council and departmental council of each of the department for discussion on various challenges in education. The college also has a teachers council as per norms standards of the university statutes and regulations which help the college authority for development of educational system prevailing during running of course. At least four meetings are held of the teacher council for taking feedback from the teachers for rectification of issues arisen in the meeting. The promotion of faculty is also depended on taking of classes as per ugc norms and standards. Directives of "Banglar Ucchasikha" is also considered in the meeting for updating professionally through in house discussion.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

##### Response:

The college has the mechanism for internal evaluation as per guidelines of the university authority that is controller of examination. The teacher educator takes the internal examination and evaluates and puts the marks in the answer sheet which is directive forwarded to the affiliating controller of examination. Seminar, ppt presentation by the student teacher spot visit or continuously held in the institution. There is an examination committee which has the power to evaluate and answer script before sending the marks to the controller of examination. Field of physical education department consisting at least a week are regularly held with feedback system. The college also provides some amount in this purpose for both departments.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

There is a mechanism for redressal of grievances with reference to evaluation both at the college and university levels. Examination related grievances for B.Ed. and B.P.Ed. internal Examinations are solved at the college level and Semester end or External Examinations are forwarded to the Controller of Examinations of the University. It is as per University Rules.

#### **Internal Examinations Related Grievances:**

For internal examination related grievances, the college forms an Internal Examinations Committee. There are two types of grievances in general, viz. assessment related grievances and malpractices. The chairman of the examination committee tackles the grievances related to internal examinations such as preliminary examinations, unit test, home assignments, seminars, projects, etc. If the examinee is not satisfied about

assessment or marks, he/she can apply to the Principal in a stipulated time. The Principal consults the convener of Internal Examinations Committee in presence of IQAC-Coordinator regarding the grievance.

The college examinations committee also looks after the grievances in respect of evaluation at B.Ed. and B.P.Ed. examinations conducted on behalf of university. The results of B.Ed. and B.P.Ed. Semester-I/II/III/IV are declaring within 40 to 50 days after the examination. In case of assessment related grievances, the student-teacher can apply to the college authority as per the rules and regulations of the affiliated universities. All their doubts about assessment are cleared within 15 days from the applications. For malpractices in the institute level examination, the examination committee takes necessary action against student who was found guilty and using unfair means during examination.

#### **University Examination Related Grievances:**

At the university level examination, there is a Grievance Redressal Committee. Grievances of the student-teachers of B.Ed. and B.P.Ed. Semester-I/II/III/IV examinations are forwarded to the affiliated university. If any student-teacher feels that the score given to her/him is not just then she/he can apply for the photostat copy of the assessed answers-book. The student-teacher get assessed photostat copy of answers-book from the university examination department. The student-teacher can take the opinion of other teacher and approach the university authority or college for re-evaluation. In this way the grievances related in the scores of marks are solved. This is a time-bound, but transparent mechanism.

University appoints an observer to each exam-venue and also appoints a flying squad to keep strict vigilance over smooth functioning of university examinations. If any examinee are found guilty of using any type of unfair means during examinations and caught doing some sort malpractice in the university examinations, the answers-book with prescribed declarations of candidates are forwarded to university authorities for the further action. There is a Controller of Examinations and statutory disciplinary committee in the university for redressing the grievances in timely manner as per rules and regulations stated in the university statutes.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

The institution takes internal examinations to evaluate learning levels of the student-teachers. The institution has mechanism of internal assessment which is transparent and robust. Departmental Examinations Committee work throughout the year to assess the learning levels of the students by

conducting unit, assignments, seminars, group discussions, debate, projects, semester-wise preliminary examinations, etc.

The rules and regulations laid down by affiliating university regarding the examination are strictly followed by the institution. The academic calendar consists of college internal examinations (CIEs) schedule. The departmental council of both the department regularly convey meeting for adhering the university notification time to time based on academic calendar as prepared by the college with conformity of university academic calendar.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

The Institute is affiliated to The West Bengal University of Teachers` Training, Education Planning and Administration for B. Ed. Department and Affiliated to University of Kalyani for Department of Physical Education. The syllabi of every course of Two-Year B.Ed. and B.P.Ed. Programme are designed by Board of Studies of concern affiliated University, which are available on the website of University. Workshops are organized at district level in the affiliated college by the university for stating the programme outcomes, programme specific outcomes and course outcomes to teachers. In these workshops faculties actively participate for enrichment of course content and course outcomes. After approval from faculties and authorities programme outcomes, programme specific outcomes and course outcomes are published on University Website and made available to all stakeholders.

Wide publicity has been given to programme outcomes, programme specific outcomes and course outcomes by the college. The university website is displayed on college notice board and college website. The faculties, student-teachers and other stakeholders can access programme outcomes, programme specific outcomes and course outcomes from college website. The hard copy of programme outcomes, programme specific outcomes and course outcomes is displayed in the college and departmental notice board. Besides this, the college communicates these outcomes to the student-teachers at micro level. At the beginning of academic year, the principal separately addresses the programme outcomes, programme specific outcomes and course outcomes to the student-teachers of B.Ed. and B.P.Ed. in his welcome speech. The respective head and subject teacher-educators of both departments also explain the programme

outcomes, programme specific outcomes and course outcomes to student-teachers in the class-rooms. These outcomes are also stated to the student-teachers during various curricular, co-curricular and extra-curricular activities. Outcomes are communicated to the participants during alumni meets. The college plans to deliver programme and course content in such a way that the targeted outcomes of programme and course can be achieved. The college analyzes results and feedback forms collected from students for ensuring whether programme outcomes, programme specific outcomes and course outcomes are achieved or not.

The programme outcomes of short-term diploma course in Yoga Education are clearly stated at the beginning of the course.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 97.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
242	242	240	283	270

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

**Response:****Evaluation of Programme Outcomes –**

Yes, the Institute evaluate the programme outcomes, programme specific outcomes and course outcomes. The college analyzes the progress and performance of the student-teachers in the internal and university examinations. Unit tests, assignments, seminar presentation, project-works and class-test examinations in each semester are conducted. Along with the university examination group projects and seminars are conducted and evaluated. Besides this outcome are evaluated through Field-Visits and College Magazine. The principal in staff meeting discusses the result and if the result is less than university then the reasons are identified and the solutions to improve the result is discussed, if the result of any department and subject are less than university, Head of the Institute demand written explanation from such faculty. The students of the college are engaged as school teacher and some of them go for higher studies like m.ed course besides some student teacher pass the net or set examination and engaged themselves as an assistant professor.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.7.4 Performance of outgoing students in internal assessment**

**Response:** 98.78

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

Response: 242

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

the semester examination is conducted in the semester wise internal and external examination thhrough micro teaching macro teaching,integrated teaching,school internship,community based activity,theory assingment,preparation of TLM and work experience activity ,seminar presentation,PPT presentation,project submission,different field visit,historical place visit,eco logical place visit.subject teacher as well as principal of institution , mentor teacher educator also assest partially.the student will automatically promoted to the next in subsiquent semester imidiately after completion of 1 semester course there is also review system in university .

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1 Online student satisfaction survey regarding teaching learning process

**Response:**



## 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: 0.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	2

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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: 54960

##### 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)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	154800	0	120000

File Description	Document
Sanction letter from the funding agency	<a href="#">View Document</a>
Income expenditure statements highlighting the research grants received, duly certified by the auditor	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** E. None of the above

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 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:** 0.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	2	2

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 0.83

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
8	1	3	4	3

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.3 Outreach Activities

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

**Response:** 1.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	1	1	1

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

**Response:** 95.05

#### 3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
329	600	200	111	7

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** 45.73

#### 3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	200	200	200

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

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

#### Response:

The college organise swacha Bharat Planning and the college has recognised has **swcha institution** by the govt pf India higher education departmet.The college also organised blood donation camp,Tree Plantation,In community based development.In this year we hav also organised vaccination camp of covid-19. Our faculty represents as board of stydy member in the faculty of physical education kalyani University and WBUTTEPA simentanously.Our principal has become the NAAC assessor and have visited 1 institution.The principal also member of the executive council of the university of kalyani & visiting team member of NCTE.Dr Kishore Mukhopadhyay , a faculty member an associate professor of physical education has personally doneted the poor people in covid situation.Most of the faculty have send rupees to the PM care fund and chief minister relief fund in their own efforts.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>

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

#### Response: 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	2	2

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4 Collaboration and Linkages

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

The institution has adequate infrastructure facility to facilitate teaching-learning. The total campus area of the institution is spread over 5.20 acres. It has ample and adequate space for the required infrastructure. The total built of area is 14907.12 sq. mt. The campus comprises Administrative, Central Library Building, Laboratories Building, Classroom & Seminar Hall Building, Guest House Building Main Hostel Building, Women Hostel Building, along with amenities for Divyangjan in each construction. Administrative Building consists of Principal Chamber and Administrative Office.

**1] Classrooms:** The college has 11 classrooms including 1 virtual classroom & 2 seminar halls. All classrooms are ICT enabled and comfortable & sufficient seating arrangements, White Boards, Dias, LED Tube Lights and Fans. B.Ed. and B.P.Ed. both Department has computer with internet connectivity, faculty members and student-teachers get benefited by the ICT facility.

**2] Laboratory:** There is 10 Laboratories with 32 computers having internet facility. i) Physical Science (Physics & Chemistry) Lab., ii) Life Science (Botany & Zoology) Lab. iii) Physical Education (Physiology) Lab., iv) Mathematics Lab., v) Geography Lab., vi) Language Lab., vii) Fitness Lab. viii) Psychology Lab. ix) Art & Work Education Lab. and x) ICT Lab.

**3] Computing Equipment's:** The college activities are administered under the guidance of Principal. The Principal Chamber is well equipped with ICT facility which is located on the 1st Floor of the Administration Building and/or Main Building. The college has well-furnished administrative office with required ICT facility and software.

**4] Sports Complex & Field and Fitness Center:** The College has a well playground. The entire infrastructure is under CCTV surveillance. There is a separate Fitness Center in the campus equipped with various sports material.

**5] Others Facilities:** The college also has a Guest House, 2 Hostels (Ladies & Gents), 2 Common Rooms (Girls & Boys), 2 Staff Rooms, 2 Reading Rooms, Exams Control Room, IQAC Room, Alumni Room, CCAC Room, Store Room, Staff Quarter, Cheap Canteen, Open Stage, Free Wi-Fi Facility, etc.

File Description	Document
Geo tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



**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:** 81.82**4.1.2.1 Number of classrooms and seminar hall(s) with ICT facilities**

Response: 9

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

Response: 11

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

**4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)****Response:** 13.36**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
131902.00	338328	210924	200018	540316

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:****Response:**

Our partially automated Central Library(is going to be fully autometed) has 16,118 printed textbooks and reference books. Besides these we are regular subscriber of N-LIST programme developed by UGC INFLIBNET centre which extending access to 6,000 e-journals and 1,9,500 e-books to our users. We also subscribe 14 periodicals, 6 Magazines and 3 Newspapers regularly. We have been using KOHA software for information processing and retrieval purpose and DSpace software for digital Institutional Repository. Our library provides Wi-Fi based internet connectivity as well as WEB-OPAC (On-line Public Access Catalogue) for better searching facility even through users` Smart Phone. Our college library is open access for Reading Room section, Reference Section and Journals Section. Our library provides significant services not only to our trainees and faculties but also to the other students of nearby colleges. Open University and teachers as well as learned person of our local community. The Library Committee constituted with Principal (Chairperson), Librarian (Convener), all permanent faculties, Head Clerk, Accountant and two General Secretary of Students Council (CCAC- B.Ed. & B.P.Ed.) and Central Library runs smoothly according to the resolution of the said Library Committee.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.2.2 Institution has remote access to library resources which students and teachers use frequently****Response:****Response:**

Our college library is a regular subscriber of N-LIST e-books and e-journals. There are also many digital resources in our institutional digital repository. Most of the teachers of both B.Ed. and B.P.Ed. department as well as some students access e-resources of our library. As the number of students is more in B.Ed. than that of B.P.Ed, the students of B.Ed. department access the e-resources more. Again some B.Ed. trainees are Master degree holders. So, they access more for their higher education and preparing for research. But most of the students of our college come from rural areas, even among them some are first generation learners. They are much more interested in reading those books which are in Bengali medium. But the e-books and e-journals are in English medium. So, a problem arises here. Such students are directed to access other open-access library digital repositories e.g. West Bengal Public Library net, and different university library repositories in Bengal. Again, to avoid copyright problem of Bengali books our college library provides photo of some pages of those books regarding asked questions by a trainee through his/her WhatsApp for both departments

File Description	Document
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 0.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
.041505	.070854	.079411	.064571	.069557

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	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.5 Percentage per day usage of library by teachers and students ( foot falls and login data for

online access) during the last completed academic year

Response: 3.83

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: 212

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: 216

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: 214

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: 189

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: 195

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	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 4.3 ICT Infrastructure

### 4.3.1 Institution updates its ICT facilities including Wi-Fi

**Response:**

**Response:**

The college has been updating its facilities since re-accreditation i.e. 2016. The college has been well-established mechanism for frequently upgrading and deploying information and communication technology infrastructure. The college assesses the requirement of ICT for student-teachers, teacher-educators and other users. For making necessary arrangement of ICT Infrastructure college makes provisions in its budget for augmentation of necessary physical facilities. Expert agencies are hires for maintenance of hardware and ICT infrastructure on the campus. Both the departments in the college are provided with computers, printers and LCD projectors. Information and Communication Technology enables effective teaching, learning and procurement of information. It is of immense use for imparting education in the subjects, with computer-based learning. All classrooms and departments are connected with internet through LAN. There are power backup facilities (Genset of 5 KVA, one UPS of 500 wts). Many of our faculty and student-teachers acquire information for their research work, presentation of papers and preparing projects. There are 3 broadband connections (BSNL) with 9.5 MBPS connectivity. 7 Wi-fi routers of Jio India Ltd. Berhampore “Sanyog” Internet connection is made available for internet connectivity and Wi-fi facility in the campus. Internet connectivity is provided free of cost to staff, student-teachers and stakeholders for accessing the relevant resources of information.

The college is equipped with 32 Computers, 4 Laptops, 5 colour TV, 10 LCDs, 7 Printers, 4 Scanner, 1 Cameras, 1 Video Camera, 3 Xerox Machines, 3 all-in-one Machines (Print, Scan & Copy) 24 CDs, and DVDs. There are 16 CCTV Cameras for security and surveillance purpose.

The college also provide:

- 1] Wi-Fi: College uses 7 routers of TP-Link
- 2] Broadband: College has 6 broadband connections with 200 MBPS Capacity from *Sanjog* Berhampore Cable.
- 3] Licensed Antivirus Software: the college has 32 computers. All computers have antivirus software i.e. Quick Heal and Net protector for one year. It is updated automatically via internet. Licensed antivirus software is installed annually.

File Description	Document
Link for additional information	<a href="#">View Document</a>

#### 4.3.2 Student – Computer ratio for last completed academic year

**Response:** 8:1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.3 Internet bandwidth available in the institution

**Response:** 200

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

Response: 200

#### 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:** C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:** 0**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.348448	3.46043	2.186234	3.37666	6.45914

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:****Response:**

**Introduction:** The college has well established systems and procedures for maintaining and utilizing physical, academic and support facilities. The Principal constitutes various committees for maintenance of infrastructure facilities in the campus. All requirements including purchase of equipment, instruments and their maintenance are discussed in College Development Committee for their necessary approval. The requirements received from library, office, staff and support services are analyzed and shorted as per their necessities and priorities. There is a purchase committee in the college. Required material and equipment's are purchased from dealers and suppliers recommended by expert committee. In the matters of purchase, repairs and augmentation of physical, academic and support facilities, college follows rules and regulations laid down University, State Government and NCTE/UGC. College maintains dead stock register of equipment, instrument etc.

**Maintenance of Laboratory & ICT-** The college has established ICT Lab. ICT Lab consists of 12 computers and LCD. It has separate internet connection. The computers are connected to each other through LAN. The college uses licensed copies of Quick Heal Antivirus, it installed every year whenever necessary. Any repair to hardware is done by hiring external agencies.

**Maintenance of Library –** The library is fully automated by KOHA software. This automated library has 16,118 printed textbooks, reference books, periodicals etc. all these resources are preserved by providing pesticide (hiring twice in a year), naphthalene balls to keep away from insects and book warm. Cleaning and dusting are done regularly with a vacuum cleaner or by hand by library attendant. Old and damaged books and journals are preserved by book binding with a hired book binder. ICT equipment's and

reprography machine are maintained centrally from college office by hiring experts. The library is under CCTV surveillance. Two fire-extinguisher are installed for safety. One water purifier (RO) is also installed for drinking water. All these machines are maintained proper servicing by hiring company service man.

**Maintenance of Classrooms** – The college has 11 classrooms including seminar hall, out of which 09 classrooms are ICT enabled and one virtual classroom. All classrooms have comfortable and sufficient seating arrangements. Classrooms are kept clean by sweeping and wiping with the help of labours. Broken desks are repaired or damaged desks are replaced by new ones.

**Maintenance of Sports Complex** – The college provides various sports facilities and maintenance and utilization of ground. The ground is available for playing Football, Volleyball, basketball, Badminton, Kho-Kho etc. Gymnasium facility is available in sports complex. The outdoor sports and ground facilities are maintained by the Department of Physical Education.

File Description	Document
Link for additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>



## 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:** B. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Paste link for additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## **5.2 Student Progression**

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

**Response:** 4.44

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

years

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	10	11	12

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.2 Percentage of student progression to higher education during the last completed academic year****Response:** 5.71**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 14

**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
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 0**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

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

**Response:**

**Response:**

The student-teachers participation is very active in the academic and administrative bodies of the college. The college has an active Co-Curricular Activities Committee (CCAC), so called student council. The CCAC and/or Student Council consists of the Principal as the Petron. The Principal as such Petron of CCAC nominated in the professor a president and a vice-president of CCAC, Professor-in-Charge of Science and Cultural sub-committee, Games and Sports sub-committee, Tour and Picnic sub-committee, Seminar sub-committee and Magazine sub-committee.

Members of student council play a vital role in various academic and administrative bodies. Student-Teachers actively participate in every aspect of the institute. Students are nominated in the following academic and administrative committee:

1] Internal Quality Assurance Cell (IQAC), 2] Library Committee, 3] Student-Teachers` Grievance, Redressal Committee, 4] Sexual Harassment Prevention Committee, 5] Discipline and Anti-Ragging Committee, 6] College Canteen Committee, 7] Gymkhana Committee, 8] Cultural Committee, 9] Student Aid Fund Committee, 10] Games and Sports Committee, etc.

CCAC puts student-teachers` views regarding issues related to curriculum, co-curricular, extra-curricular and physical facilities in the meeting. CCAC can create positive and healthy atmosphere among students.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

years

**Response:** 981.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	777	1360	1384	1385

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

**Response:**

The college has Alumni Association which adds the alumni members every year. The association actively monitors, participates and co-operates in functioning of the college throughout the year. The meetings of the Alumni Association are organized twice in a year.

The UCTC Alumni Association has been established to create a permanent bondage between the past and present student-teachers. The association will pave the way for interaction of the ex-student-teachers or the alumni in matters relating to development of the college interface.

The association is a communication vehicle to provide –

1. A balanced and objective coverage of issues pertaining to academic affairs of the college.
2. A means of staying in touch with the alma mater as well as with one another.
3. A forum for open exchange of relevant ideas and a route for fostering mutually beneficial and enduring relationship between the college`s past with its future.
4. The association celebrates foundation day of college 8 March every year. Organize seminar, cultural programmes etc.ss

File Description	Document
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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
Any additional link	<a href="#">View Document</a>

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

**Response:** 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	1	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.**

**Response:**

The alumni association of our college is yet to be registered but it is functioning in regular way. previous to NAAC report it has been clearly indicated. The alumni association in its meeting focus on appointment rules and regulations of the central and state government for various post after passing out from the B.ED and B.P.Ed course. The student also sensitized some of the problems they are facing in current situation. CTET & tet regulation of NCTE and WB govt. are also discussed in the annual meeting.

<b>File Description</b>	<b>Document</b>
Paste link for additional information	<a href="#">View Document</a>

NAAC

## 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:**

**Response:**

**Vision** – To Provide the educational facilities to the student-teachers of all-over west Bengal, specially area of middle West Bengal for development and social change.

**Mission** – To impart Teacher Education also higher education to the students from rural and urban area, to awake them educationally, socially, culturally and intellectually and make them economically self-reliant.

**Distinctive characteristics as defined by its mission are presented below:**

To provide educational facilities to the student-teachers from downtrodden and backward classes of society

To prepare student-teacher for further higher education

To inculcate value of social equality, feeling of brotherhood, dignity of labour and self-help

To promote higher education to enable the student-teachers to accept the challenges of new era

To overall personality of the student-teachers

To enrich and maintain the quality and standards of teacher-education

To impart need-based, time relevant and innovative programmes promoting the use of latest technology

The Vision and Mission statement of the college reflects all of these national aspirations and college has oriented all its academic and administrative programmes towards the realization of vision and mission statements.

The college plans and executes its entire academic, administrative and developmental programme in tune with the vision and mission of the college. The college follows the principle 'education through self-help and believes that only education can bring change in the downtrodden and economically weaker sections of society. The college makes no discrimination in region, caste, creed or class. It also believes in the principle of liberty and fraternity, liaison and leadership, which foster human democratic values.



File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2 Institution practices decentralization and participative management

**Response:**

**Response:**

To increase the efficiency and effectiveness, administration is decentralized to a good extent. The institute from its established adopted the policy of decentralization for the smooth conduct of management. It helps in the major policies of academic and infrastructural development.

The College Development Committee plays an important role in policy decision making and financial viability. The Principal as the head of the institution is the source of inspiration that supports, directs, guides, motivates and appreciates, according to the needs of delegates and decentralizes the power and responsibilities appropriately. All the decisions are taken by the Principal, Co-Ordinator of IQAC, Head of the Department and the Office. Matters related to the departments are discussed with Principal and IQAC Co-Ordinator by the heads of the departments in the meeting. The inputs of these discussions are used by the Principal. Essential issues are presented before the CDC for the guidance and approval. Various committees in the college help in monitoring and facilitating several administrative functions.

IQAC works as a Central Processing Unit. It facilitates perfect coordination and harmony among all activities and mechanism of the institution through frequent interaction.

File Description	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

The Perspective plan document is an important component of the college strategy development and deployed process. The institute has chalked out a distinct quality policy after the re-accreditation in 2016 on the basis of need of student-teachers, Curricular and Extra-Curriculum activities, infrastructure development, enrichment of college activities, etc. The quality policy is reviewed through Principal's visit and meetings with departments. Academic and Administrative audit by the IQAC also help in achieving its objectives. The IQAC has reviewed and revised the quality policy with the help of teaching, non-teaching staff, student-teacher, alumni and the other stakeholders of the institute. The institute implemented strategic plans successfully out of that promoting research climate and faculty development in one.

The measures have been taken to inculcate quality policy as below:

- To promote research culture for research development in faculty.
- To motivate and encourage the teacher-educators for their research contribution.
- To provide platform to enhance competency level of teacher-educators.
- The optimum use of infrastructure i.e. of library and ICT.
- To concentrate on research development of teacher-educators.
- To create awareness about the scarcity of water and water conservation, also environment.

The quality policies are reviewed during the meeting of the Principal, Head of the Departments, IQAC and CDC. The 'Quality Policy' is revised as per the needs.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

**Response:****Response:**

The Perspective plan document is an important component of the college strategy development and deployed process. The institute has chalked out a distinct quality policy after the re-accreditation in 2016

on the basis of need of student-teachers, Curricular and Extra-Curriculum activities, infrastructure development, enrichment of college activities, etc. The quality policy is reviewed through Principal's visit and meetings with departments. Academic and Administrative audit by the IQAC also help in achieving its objectives. The IQAC has reviewed and revised the quality policy with the help of teaching, non-teaching staff, student-teacher, alumni and the other stakeholders of the institute. The institute implemented strategic plans successfully out of that promoting research climate and faculty development in one.

The measures have been taken to inculcate quality policy as below:

- **To promote research culture for research development in faculty.**
- **To motivate and encourage the teacher-educators for their research contribution.**
- **To provide platform to enhance competency level of teachers.**
- **The optimum use of infrastructure i.e. of library and ICT.**
- **To concentrate on research development of teacher-educators.**
- **To create awareness about the scarcity of water and water conservation.**

The quality policies are reviewed during the meeting of the Heads, IQAC and CDC. The 'Quality Policy' is revised as per the needs.

#### **Research Climate Development for Faculty –**

Institution encourages the faculty to undertake Minor and Major Research Projects. The Principal motivates faculty to involve in research. They also motivate faculty to attend the National and International Seminar & Conferences and present their research paper in academic forum. The principal guides Librarian to enrich the library.

#### **Faculty Development –**

The institution provides various programmes for up-gradation of faculty. Management and Principal encourage faculty members to involve in research. The college purchases new books, research journals, periodicals, newspapers and e-resources for college library and thus creates learning environment.

The institute has successfully implemented above strategic plans.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:

#### Response:

The Board of Governors of the college provides adequate teaching and non-teaching staff and takes responsibility for the development of the institute. It also provides general guideline for quality policy in order to create a conducive learning environment and presents the ethos of academic excellence. The BOG helps to decide major policies pertaining to academic and infrastructural development.

The Principal is the head of the institute and bears the ultimate responsibility for the smooth functioning. The Principal guides the faculty to prepare academic teaching plans, the academic year and implements all activities effectively. The Principal forms various committees of faculty members, students and non-teaching staff. The Principal maintains good relationships with the stakeholders for the development of the institute.

IQAC designs plan to execute quality enhancement measures. The faculty members maintain academic diary in which all academic and research activities along with annual teaching plan are given.

**Service Rules** – College follows Service rules and Regulations of Affiliating University, State Government and UGC/GOI.

1] To Principal and teaching staff, also librarian age of retirement is 65 years.

2] Retirement age of non-teaching staff is 60 years.

**Promotional Policies** – Promotional policy of the college is transparent and in accordance with rules and regulation. Performance of faculties is evaluated through Academic Performance Indicators (API) and Performance Based Appraisal System (PBAS) mechanism. API is an important parameter for promotion of faculty under Career Advancement Scheme (CAS). The administrative staff of the college is promoted on the basis of seniority and reservation norms of Government of West Bengal with incremental benefits of

10/20 years. The BOG directs the Principal to start promotional works of teaching and non-teaching staff with proper verification of performance appraisal.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

The student-Teachers participation is very active in the academic and administrative bodies of the college. The college has an active Co-curricular Activities Committee (CCAC), so called student council. The CCAC and/or Student Council consists of the Principal as the Patron. The Principal as such patron of CCAC nominated in the Professor a President and a Vice-President of CCAC, and also Professor-in-Charge of Science and Cultural sub-committee, Games and Sports sub-committee, Seminar sub-committee, Magazine sub-committee, Educational Tour and Picnic sub-committee etc. All the student-teachers Class Representatives (C.R.) are secretary and/or members of the different sub-committees, and also General secretary (GS) & Assistant General secretary (AGS) of CCAC are selected from class representative in each academic session.

Members of student council play a vital role in various academic and administrative bodies. Student-Teachers actively participate in every aspect of the institute. Students are nominated in the following academic and administrative committee:

- 1] Internal Quality Assurance Cell (IQAC)
- 2] Library Committee
- 3] Student-Teachers` Grievance Redressal Committee
- 4] Sexual Harassment Prevention Committee
- 5] Discipline and Anti-Ragging Committee
- 6] Games and Sports Committee
- 7] Gymkhana Committee
- 8] Cultural Committee
- 9] Student Aid Fund Committee
- 10] College Canteen Committee

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

**Response:**

**Response:**

The management of institute has several welfare measures for the well-being of teaching and non-teaching staff.

Sl. No.	Name of Scheme
	1. GSLI (Sevak Suraksha Insurance) 2. Salary Advance Loan 3. Festival Advance 4. Staff welfare fund 5. Bonus from Government of West Bengal 6. Loan from Provident Fund (GPF)
<p><b>Other Facilities given by Institute</b> – Various leave facilities are provided to the faculty such as Earned Leave, Casual Leave, Medical Leave, Quarantine Leave, Maternity Leave, Paternal Leave, Child Care Leave, Duty Leave, Study Leave etc. according to norms of Government of West Bengal and UGC.</p> <p>All the above-mentioned provisions made by college and management help to improve staff wellbeing and satisfaction 100% faculty and staff members are benefited by this welfare schemes.</p>	
File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 0.87

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificate of participation for the claim	<a href="#">View Document</a>
Certificate of membership	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 0

**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 9.57

**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**

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	3	1	3



File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

#### Response:

The college follows the “*Performance Based Appraisal System*” (PBAS) prescribed by UGC. The affiliating university has developed an Academic Performance Indicator (API) system which is based on PBAS. The college IQAC addresses all the issues related to appraisal system of staff and regularly evaluates it and then forward it to the university authorities for final validation of API Scores. These scores are compiled and presented to the university authorities at the time of its validation under Career Advancement Scheme (CAS).

Our College has made a provision of a separate mechanism for the performance assessment of our faculty through IQAC. It consists of two-tier system that work to bring in efficiency in the work assigned to the staff. Firstly, IQAC instructs each and every faculty to submit their self-appraisal form (API) at the end of academic year. The confidential report based on verified factual data is prepared by Principal in consultation with the Head of the Department. Secondly, takes feedback from student-teachers.

#### Evaluation of Faculty by HODs and Principal is done on the basis of Following:

- Teaching and Learning
- Co-Curricular Activities
- Research Contributions
- Extension Activities

#### For this evaluation –

- Self-appraisal and academic performance indicator forms are submitted by the faculty and scrutinized by IQAC
- Principal communicates the feed-back received from the students to the faculty concerned and reviews his / her performance at a personal meeting.
- Principal makes suggestions to faculty and staff for the improvement.
- They are also appreciated for their distinguished performance assessed by students.
- The teacher`s Academic Diary prescribed by the University gives clear information of all academic, co-curricular and extra-curricular contributions of a teacher. Academic diary is maintained by each

faculty member.

- Academic diary, which reflects their overall performance during the academic year.

### Outcome of the Self-Appraisal

The performance is reviewed for the qualitative outcome. The motivation, appreciation, and suggestions to the faculty is response to this review help in-improvement in duties, focused teaching, and research.

- Improvement in the working of the college.
- Better motivation.
- More focus on the teaching learning process and research.
- The talent and shortcoming of staff are identified through appraisal reports

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal or/and external financial audit regularly

#### Response:

The Union Christian Training College is a State Government (Government of West Bengal) aided college under Higher Education Department and in terms of G.O. No. 364-Edn(CS) dated 02/03/1973 the State Government, (College Audit Cell) have/has appointed/ approved to undertake the Audit of the Accounts of the college by different Chartered firm of every financial year.

The Auditor takes over the audit of A/C. (Balance Sheet, Receipts & Payments A/C. and Income & Expenditure A/C). After completion of audit one copy of the report along with soft copy are submitted to the Director of Public Instruction, Government of West Bengal, College Audit cell, Bikash Bhavan, Salt Lake, Kolkata within one month from the date of completion of the audit.

We have already completed the audit of accounts upto 2019-2020 & the 2020-2021 audit is yet to be completed shortly.

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

The institution collects the development , tuition fee electric fee, admission fee, tuition fee, building fee, hostel fee, miscellaneous fees etc. from the student teachers for mobilization of funds. Besides the govt of west bengal & UGC, ICSSR, also provides some grants time to time.

Besides we rent the Mukto mancha and guest houses & seminar hall for mobilixation of funds. But we donoy received any grants from any non govt organization, Businessman, traders for mobilization of fund. alumni or any stakeholders can help the institution for helping needy student. The college has the provision.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

The IQAC has been actively functioning to contribute in the quality assurance strategies and processes. The college has entrusted the responsibility of planning, monitoring and executing different activities to the IQAC for quality assurance.

**Research** – The IQAC decided to promote the research culture in the institute. The IQAC has taken the decision to encourage the head of Department and faculty to organize the seminar and workshops. The both departments of the college organized International, National and State Level Seminars. To participate in the seminar and workshops the college provide duty leave to the faculty. The T.A. and registration fee are also given to the faculty to participate in the seminars, conferences and workshops. The IQAC encourages the faculty to publish the research papers in national and international UGC referred and peer reviewed journals. The IQAC also encourages the faculty to write and publish their books. The IQAC also encourage the faculty to undertake Minor and Major Research projects. As a result 03 faculty members have undertaken the 03 Research Projects sponsored by UGC.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>

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

**Response:**

**Response:**

The IQAC has been actively functioning to contribute in the quality assurance strategy and process. The college has entrusted the responsibility of planning, monitoring and executing different activities to the IQAC for quality assurance.

The IOAC conduct the school Internship and other internal other academic activities.

The college evaluates the teaching-learning process by conducting preliminary examination at the end of each semester for that examination committee is formed which works under IQAC. The faculty sets the question papers as per pattern of university and examination are conducted as per the rules and regulations of university. The schedule of the examinations is declared in advance. The faculty assesses the answer scripts and communicated to the student-teachers.

File Description	Document
Link for additional information	<a href="#">View Document</a>

### 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:** 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

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

#### Response:

The institution provides 3% increment each year to all teaching and non teaching staff as per government rule and regulation. The institution gives ten thousand individual loan for emergency requirement of the staff. The institution has group linked insurance schemes for the benefit of the teaching and non teaching faculty including librarian of the college. Institution also provides puja advance of different kinds of sectarian staff as and when necessary.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 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:**

**Response:**

The institution is a very oldest teachers-training college, but the college has energy saving policy. The college well known that the role of electricity is essential for modern civilization, but energy source is limited and demand is growing. So certain energy policy has to be adopted:

- Use of LED bulbs and tubes and power efficient electric equipment's for saving of energy
- Use alternate energy system. The college will soon implement solar-system for supply of energy at library and hostel.
- Arranging internal energy audit.
- Strictly stop wastage of electricity.
- The college decided, dismantling very-old electrical equipment's and using energy saving materials.

File Description	Document
Institution energy policy document	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

Our college campus is plastic free and a green and clean campus. Special emphasis is given here on cleanliness. So, the college has a strong policy of waste management.

**Management of Solid Waste** – The college has solid waste management. In the college campus, dustbins are made available. We collect all type of garbage including dried leaves, waste food, waste papers and drop it in the structure made to produce natural fertilizer.

**Management of Liquid Waste** – The college has underground drainage pipeline system. Plumbing maintenance is done on regular basis to prevent wastage of water.

**Management of Waste Recycling System** – Waste water recycling system is maintained in the college. Waste water is collected in a tank and it is re-used for plants and trees in the campus.

**Management of E-Waste** – We collect e-waste of our college and handover it to garbage-car of municipality.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.3 Institution waste management practices include

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

**Response:** C. Any 2 of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** B. Any 3 of the above

File Description	Document
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

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

**Response:**

**Response:**



The college enjoys a clean and green environment as it conducts green and environment audit every year. Some trees are planted every year as tradition. With hazardous waste management and e-waste management have benefited the college in gaining carbon neutrality. We have achieved success in making the college campus completely smoke free and plastic free. The college has initiated certain green practice that have made the campus eco-friendly. So, The natural environment of our college is pollution free and healthy. The college has had to take some special measures to protect the pollution free environment, viz.

1. The classrooms and the porch are swept daily with the help of pay-labour.
2. All dustbins are cleared daily and the college campus is cleaned once a week.
3. Regular playground grass is cut.
4. Some tree are planted every year.
5. The use of plastic is strictly prohibited in college-canteen and college campuses.
6. Smoking in college campus has been completely banned.
7. All Toilets & Urinals and Basins are cleaned daily.
8. Covered drainage system.

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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:** B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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)

2020-21	2019-20	2018-19	2017-18	2016-17
.012000	.007000	.024000	.028000	.023000

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

**Response:**

The institute makes efforts in providing an inclusive environment through its various activities which are organized throughout the academic year. People having different culture, cults, regional, linguistics, socio-economic and other diversities live together harmoniously in India. India known for communal harmony. Communal harmony is the hallmark of democracy in a country governed by the rule of law. However, in the present time, various incidents are affecting the communal harmony in different parts of the country. Communalism is the most serious threat to our democracy. The number of communal incidents is increasing day by day, which is not to good sign for our country. Hence it is essential to provide inclusive environment to students. For that sake, the college organizes various activities to provide inclusive environment.

Thus, college tries to inculcate an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities among the students through above activities. Various cultural activities are organized to imbibe cultural and traditional diversity among the students, viz. x-mass Programme, Sharod-Utsab, Basanta-Utsab etc. Sports & Games tournaments are organized for national Integrity, viz. inter section football tournament, inter section short-over cricket tournament, Annual Sports etc.

The college celebrates birth day anniversary of Swami Vivekananda, R. N. Tagore, Vidyasagar, Sardar Vallabhbhai Patel, Mahatma Gandhi, Dr. Sarvepalli Radhakrishnan etc. College also celebrate some international commemorative days like 21 February as 'Bhasha Divas' 8 March as World Women Day, 5 June as World Environment Day, 21 June as Yoga Divas, etc.

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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:** A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution’s website	<a href="#">View Document</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Response:**

### **Best Practice No. 01**

1) Title of the Practice–**Related to Teaching and Learning “Effective use of Information and Communication Technology in Teaching-Learning Process.”**

2) Objectives of the Practice –

Today's is the age of explosion of knowledge. It became possible only because of worldwide net and spread of Information Technology. Through the college is situated in really semi-urban area, the institute has following objectives to introduce ICT in Teaching-Learning Process.

- To update knowledge and information.
- To make teaching-learning process more effective and speedier.
- To introduce recent trends in study.
- To provoke student-teachers` to ask questions.
- To save both time and energy.
- To make student-teachers` Globally-Fit to survive and proceed.
- To help student-teachers` to become competent and confident.
- To help learns to have an open and flexible mind.
- To encourage the student-teachers` to develop the appropriate social skill.
- To prepare the student-teachers` for the society of tomorrow.
- To use their ICT skills to develop their language and communication skills.

3) The Context –The institute is situated in semi-urban area of West Bengal. Most of the student-teachers` are from the socio-economically middleclass or weaker families. Very few among them know the actual use of information technology in the teaching-learning process. The student-teachers` don't have their own Laptops or Computers. A few of them have completed MS-CIT course.

**4) The Practice** –The institute has focused on the significance of use of ICT in teaching-learning process. Hence, the Principal of our college encourages its institutions to make extensive use of ICT in teaching-learning process.

## **Best Practice No. 02**

### 1. Title of the Practice: *Institutional Values*

The college has successfully worked towards gender equity promotion and sensitivity by organizing many programs and activities. The college also tries to inculcate the message of equality among the student-teachers and society. Required physical facilities are provide to differently abled student-teachers. The college enjoys a clean and green environment as it conducts green, energy and environment audit every year. Some trees are planted every year as tradition. With hazardous waste management and e-waste management have benefited the college in gaining carbon neutrality. We have achieved success in making the college campus completely smoke free and plastic free. The college has initiated certain green practice that have made the campus eco-friendly.

Social communication with the college is intense. College student-teachers donate blood regularly, any crisis of Blood-Bank. College playgrounds are allowed to be used by internship schools completely free of cost. The boys of the local area get a chance to play twice on the college field. The college provides TLM to nearby deaf and dumb school.

File Description	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

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

**Response:**

**Response:**

The institute takes continuous efforts to reflect its vision, priority and thrust through various activities. The vision of our institute is to impart Quality Teachers` Education to socially and economically deprived class living in overall West Bengal. Our aims are to provide Quality Teachers` Education for all classes of society, especially to the downtrodden, economically and socially backward classes of society to make them self-confident and self-reliant. We strive to give quality teachers` education and provide better facilities to the student-teachers who come from remote villages and rural areas of Murshidabad District, also overall West Bengal. To fulfill the social needs, the college provides B.Ed. (4 Unit student-teachers` training for 9 different method subject and/or pedagogy of school subjects), and B.P.Ed. (1 Unit student-teachers` for secondary level teacher of Physical Education).

All the college activities are student-teachers centric. Distinctiveness of the college is the introduction of a short-term diploma course on Yoga Education. Along with the B.Ed. and B.P.Ed. Programmes. After completing B.Ed. or B.P.Ed. Course in our college the student-teachers are placed in government and private secondary schools. We feel proud that we are successful to bring our vision and mission into reality.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Union Christian Training College was established in 1938. The college is the third oldest Teachers` Training College in undivided Bengal. The college was first affiliated to University of Calcutta (C.U.) till 1999, then affiliated to University of Kalyani (K.U.) till 2015 and now B.Ed. Department are affiliated to The West Bengal University of Teachers` Training, Education Planning and Administration (W.B.U.T.T.E.P.A.) and B.P.Ed. Department affiliated to University of Kalyani. The college recognized by N.C.T.E. 2002, also it is recognized with 2 (f) and 12 (b) status in 6th Day of September, 2004 by UGC. Now the college has completed the glorious Eighty-Three Years. In a rapidly changing world, the college is ready to face the future challenges in teachers` education, also higher education. Since the reaccreditation, IQAC has focused on recommendation and reached closer to its completion. ICT based teaching aids are made available. The college has consistently been striving to encourage the faculty and students to upgrade the new technological knowledge. The college is taking every effort to sustain the standard of teaching-learning, research, curricular and co-curricular activities. Within the available resources and circumstance, each and every stakeholder is very serious about the learning objectives and the programme outcomes of the students. The college has introduced short term and value-added diploma course in Yoga Education to enhance employability of student-teachers and also good health & well human being. Union Christian Training College is very much sensitive towards social structure in and around it and always extend their helping hand to backward and deprived groups of society.

### Concluding Remarks :

Union Christian Training College, Berhampore, West Bengal as stated in our mission and vision statement we impart education to socially and economically under privileged and deprived masses.

The NAAC has reaccredited the institution with CGPA of 2.57 on Seven Point Scale at “B+” grade & Date: September 16, 2016.

This college has created adequate infrastructure for teaching learning process with ICT enabled classrooms, well equipped laboratories and partially automated spacious library and friendly administrative setup.

The result of the college is consistently more than universities results. Some of our students have achieved merit scholarships. Large number of pass out student-teachers of this college were selected and placed on various posts of Government and Non-Government schools and colleges in last five years. Some of our pass out student-teachers admitted and/or passed higher education as such M. Ed / M. A. in Education Programmes and/or, NET / SET / SSC / TET examinations. Some are achieved success in culture and sports.

From our college passed student is now presently serving as Vice-Chancellor of Murshidabad University . One of the student Mr. Anisur Rahaman became the Ex- Minister-In-Charge of the govt of west Bengal.3 faculty is the alumni of our college among them our principal was also the student of this institution. Ex-Register Kamal Kumar Chattopadhyay,Dr Sudarshan Bhowmik, Dr. Kanchan Bondhopadhyay,Dr. Asoke Biswas,Dr. Sudip Sundar Das were the teacher who have engaged themselves in various university.Presently Our college has treated as Swacha Institution & our Principal has become the NAAC Assessor & have visited 1 institution in Maharastra. We pride for our oldest teachers training college established in the British Regime.

HEI Name : UNION CHRISTIAN TRAINING COLLEGE

Assignment Date : 19/10/2021

Number of Clarifications : 68

AISHE ID : C-7051

Last Date : 03/11/2021

Metric ID	Deviation Details and HEI Response	Findings of DVV	Response from HEI	Status
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"><li><b>1. Faculty of the institution</b></li><li><b>2. Head/Principal of the institution</b></li><li><b>3. Schools including Practice teaching schools</b></li><li><b>4. Employers</b></li><li><b>5. Experts</b></li><li><b>6. Students</b></li><li><b>7. Alumni</b></li></ol> <p>HEI Input : C. Any 3 of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"><li>1.Meeting notice and minutes of the meeting for in-house curriculum planning</li><li>2.List of persons who participated in the process of in-house curriculum planning</li><li>3.Data as per Data Template</li><li>4.A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year</li></ol>	<p>Provide a copy of the program of action for in- house curriculum planned and adopted during the last completed academic year</p>		No Change

1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Website of the Institution</b></li> <li><b>2. Prospectus</b></li> <li><b>3. Student induction programme</b></li> <li><b>4. Orientation programme for teachers</b></li> </ol> <p>HEI Input : C. Any 2 of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Prospectus for the last completed academic year</li> <li>2.Data as per Data Template</li> <li>3.URL to the page on website where the PLOs and CLOs are listed</li> <li>4.Paste link for additional information</li> </ol>	1) Provide URL to the page on website where the PLOs and CLOs are listed 2) Provide Prospectus for the last completed academic year 3) Provide Report and photographs with caption and date of student induction program 4) Provide Report and photographs with caption and date of teacher		No Change										
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p>1.2.1.1. <b>Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b></p> <p>HEI Input :</p> <table border="1" data-bbox="394 1161 1240 1305"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>18</td> <td>18</td> <td>18</td> <td>18</td> </tr> </tbody> </table> <p>DVW suggested Input :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	18	18	18	18	18	1) Edited as per Data Template 2) Provide Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	Optional courses/papers B.Ed 2nd & 3rd Semester pedagogy of school subjects ( 1.2.7A & 1.3.7B) total subjects 9 & B.Ed 4th Semester course code 1.4.11 total subjects 5 B.P.Ed optional paper 1st, 2nd, 3rd & 4th Semester total subjects 4 total-9+5+4=18	DVW Suggestion Recommended
2020-21	2019-20	2018-19	2017-18	2016-17										
18	18	18	18	18										



2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	13	13

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	18	18	18

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	13	13

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

HEI Input :

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	18	18	18

DVV suggested Input :

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	13	13

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	18	18	18

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	13	13

Attached Documents :

- 1.Data as per Data Template
- 2.Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum
- 3.Academic calendar showing time allotted for optional / electives / pedagogy courses
- 4.Paste link for additional information

1.2.2

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

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

HEI Input :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

DVV suggested Input :

1) Edited because Yoga is not considered as value added course 2) Provide Brochure and Course Content along with CLOs of Value added courses

DW Suggestion Recommended

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Attached Documents :

1. [Data as per Data Template](#)
2. [Brochure and course content along with CLOs of value-added courses](#)
3. [Paste link for additional information](#)

1.2.3	<p><b>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</b></p> <p>HEI Input :</p> <table border="1"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17
2020-21	2019-20	2018-19	2017-18	2016-17		

1) Edited as per metric 1.2.2 2) Provide List of the students enrolled in the value added course as defined in 1.2.2 3) Provide Course completion certificates of ALL students

DVV Suggestion Recommended

40	30	0	0	0
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DVW suggested Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Attached Documents :

1. [Upload any additional information](#)
2. [List of the students enrolled in the value-added course as defined in 1.2.2](#)
3. [Course completion certificates](#)
4. [Paste link for additional information](#)

1.2.5	<p><b>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</b></p> <p>1.2.5.1. <b>Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five</b></p>	<p>1) Edited as per Data Template 2) Provide Certificates/ evidences for completing the self-study course(s) of ALL students 3) Provide List</p>		<p>DVW Suggestion Recommended</p>
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**years**

HEI Input :

2020-21	2019-20	2018-19	2017-18	2016-17
40	30	0	0	0

DVW suggested Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Attached Documents :

- 1.[Data as per Data Template](#)
- 2.[Paste link for additional information](#)

of the students enrolled and completed in the self study course

1.4.2	<p><b>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b></p> <p>HEI Input : D. Feedback collected</p> <p>Recommended Input : E. Feedback not collected</p> <p>Remark : Edited because supporting documents are not provided</p> <p>Attached Documents :</p>	<p>1) Provide Stakeholder feedback analysis report with seal and signature of the Principal 2) Provide Action taken report of the institution with seal and signature of the Principal</p>		<p>Changed After Clarification</p>					
2.1.1	<p><b>Average Enrollment percentage of students during the last five years..</b></p> <p>Attached Documents :</p> <p>1.Document relating to Sanction of intake from University 2.Data as per Data Template 3.Approved admission list year-wise/ program-wise 4.Approval letter of NCTE for intake for all programs 5.Any additional link</p>	<p>1) Provide Document relating to Sanction of intake from University 2) Provide Approval letter of NCTE for intake for all programs 3) Provide Approved admission list year-wise/ program-wise</p>		<p>No Change</p>					
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</b></p> <p>2.1.2.1. <b>Number of students enrolled from the reserved categories during last five years..</b></p> <p>HEI Input :</p> <table border="1" data-bbox="394 1283 1240 1353"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	<p>1) Provide Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English Version) 2) Provide Final admission list published by the HEI 3) Provide Admission extract submitted to the state /</p>		<p>No Change</p>
2020-21	2019-20	2018-19	2017-18	2016-17					

	<table border="1" data-bbox="396 217 1240 288"> <tr> <td>76</td> <td>76</td> <td>76</td> <td>90</td> <td>90</td> </tr> </table> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Final admission list published by the HEI</li> <li>2.Data as per Data Template</li> <li>3.Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)</li> <li>4.Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year</li> </ol>	76	76	76	90	90	university authority about admissions of SC, ST, OBC students every year							
76	76	76	90	90										
2.1.3	<p><b>Percentage of students enrolled from EWS and Divyangjan categories during last five years</b></p> <p>2.1.3.1. <b>Number of students enrolled from EWS and Divyangjan categories during last five years</b></p> <p>HEI Input :</p> <table border="1" data-bbox="396 788 1240 932"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.List of students enrolled from EWS and Divyangjan</li> <li>2.Data as per Data Template</li> <li>3.Certificate of EWS and Divyangjan</li> </ol>	2020-21	2019-20	2018-19	2017-18	2016-17	0	1	2	1	0	1) Provide Certificates of EWS and Divyangjan of ALL students 2) Provide List of students enrolled from EWS and Divyangjan certified by Principal		No Change
2020-21	2019-20	2018-19	2017-18	2016-17										
0	1	2	1	0										
2.2.3	<p><b>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</b></p> <p>HEI Input : As an institutionalized activity in accordance with learner needs</p>	1) Provide Relevant documents highlighting the activities to address the differential student needs 2) Provide Reports with seal and signature of Principal 3)		No Change										

	<p>Attached Documents :</p> <p>1.Reports with seal and signature of the Principal 2.Photographs with caption and date</p>	Provide Photographs with caption and date		
2.2.4	<p><b>Student-Mentor ratio for the last completed academic year</b></p> <p>2.2.4.1. <b>Number of mentors in the Institution</b></p> <p>HEI Input : 23</p> <p>DVV suggested Input : 19</p> <p>HEI clarification Input : 19</p> <p>Recommended Input : 19</p> <p>Attached Documents :</p> <p>1.Relevant documents of mentor-mentee activities with seal and signature of the Principal 2.Data as per Data Template</p>	1) Edited as per Data Template 2) Provide Relevant documents of mentor-mentee activities with seal and signature of the Principal		DVV Suggestion Recommended
2.3.2	<p><b>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</b></p> <p>2.3.2.1. <b>Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p>	Provide Link to LMS (NOTE:- Provided link not operating)		No Change



	<p>HEI Input :</p> <table border="1" data-bbox="396 272 1240 416"> <thead> <tr> <th data-bbox="396 272 564 344">2020-21</th> <th data-bbox="564 272 732 344">2019-20</th> <th data-bbox="732 272 900 344">2018-19</th> <th data-bbox="900 272 1068 344">2017-18</th> <th data-bbox="1068 272 1240 344">2016-17</th> </tr> </thead> <tbody> <tr> <td data-bbox="396 344 564 416">4</td> <td data-bbox="564 344 732 416">4</td> <td data-bbox="732 344 900 416">4</td> <td data-bbox="900 344 1068 416">4</td> <td data-bbox="1068 344 1240 416">4</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.<a href="#">Data as per Data Template</a> 2.<a href="#">Link of LMS</a></p>	2020-21	2019-20	2018-19	2017-18	2016-17	4	4	4	4	4			
2020-21	2019-20	2018-19	2017-18	2016-17										
4	4	4	4	4										
2.3.3	<p><b>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..</b></p> <p><b>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</b></p> <p>HEI Input : 242</p> <p>DVV suggested Input : 241</p> <p>HEI clarification Input : 241</p> <p>Recommended Input : 241</p> <p>Attached Documents :</p> <p>1.<a href="#">Programme wise list of students using ICT support</a></p>	<p>1) Edited as per list of students provided 2) Provide Program wise list of students using ICT support certified by Principal 3) Provide Documentary evidence in support of the claim 4) Provide Landing page of the Gateway to the LMS used</p>		<p>DW Suggestion Recommended</p>										

	<p>2.Data as per Data Template 3.Any additional Links</p>			
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Understanding theory courses</b></li> <li>2. <b>Practice teaching</b></li> <li>3. <b>Internship</b></li> <li>4. <b>Out of class room activities</b></li> <li>5. <b>Biomechanical and Kinesiological activities</b></li> <li>6. <b>Field sports</b></li> </ol> <p>HEI Input : D. Any 1 of the above</p> <p>DVV suggested Input : E. None of the above</p> <p>HEI clarification Input : D. Any 1 of the above</p> <p>Recommended Input : E. None of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Geo-tagged photographs wherever applicable</li> <li>2.Data as per Data Template</li> <li>3.Link of resources used</li> </ol>	<p>1) Edited because supporting documents not provided 2) Provide Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations 3) Provide Geo-tagged photographs wherever applicable 4) Provide Link of resources used</p>	<p>B.Ed 1st Semester course code 1.1.5 all students prepare PPT for seminar presentation and all students of B.Ed and B.P.Ed programme use of internet for data collection of understanding theory courses.</p>	<p>DVV Suggestion Recommended</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p>	<p>1) Edited as per Data Template 2) Provide Documentary evidence</p>		<p>DVV Suggestion Recommended</p>

	<ol style="list-style-type: none"> <li>1. <b>Special lectures by experts</b></li> <li>2. <b>'Book reading' &amp; discussion on it</b></li> <li>3. <b>Discussion on recent policies &amp; regulations</b></li> <li>4. <b>Teacher presented seminars for benefit of teachers &amp; students</b></li> <li>5. <b>Use of media for various aspects of education</b></li> <li>6. <b>Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b></li> </ol> <p>HEI Input : A. Any 5 or more of the above</p> <p>DVV suggested Input : D. Any 2 of the above</p> <p>HEI clarification Input : No answer change</p> <p>Recommended Input : D. Any 2 of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Reports of activities conducted related to recent developments in education with video graphic support, wherever possible</li> <li>2.Data as per Data Template</li> <li>3.Link for additional information</li> </ol>	<p>in support of the selected response/s 3) Provide Reports of activities conducted related to recent developments in education with video graphic support, wherever applicable</p>		
2.4.1	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p>	<p>1) Provide Documentary evidence in support of the selected response/s 2)</p>		<p>Changed After Clarification</p>

	<ol style="list-style-type: none"> <li>1. <b>Organizing Learning (lesson plan)</b></li> <li>2. <b>Developing Teaching Competencies</b></li> <li>3. <b>Assessment of Learning</b></li> <li>4. <b>Technology Use and Integration</b></li> <li>5. <b>Organizing Field Visits</b></li> <li>6. <b>Conducting Outreach/ Out of Classroom Activities</b></li> <li>7. <b>Community Engagement</b></li> <li>8. <b>Facilitating Inclusive Education</b></li> <li>9. <b>Preparing Individualized Educational Plan(IEP)</b></li> </ol> <p>HEI Input : A. Any 8 or more of the above</p> <p>Recommended Input : C. Any 4 or 5 of the above</p> <p>Remark : Observation accepted &amp; input edited accordingly</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Documentary evidence in support of the selected response/s</li> <li>2.Data as per Data Template</li> <li>3.Link for additional information</li> </ol>	<p>Provide Reports of activities with video graphic support wherever possible</p>		
2.4.2	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Formulating learning objectives</b></li> <li>2. <b>Content mapping</b></li> <li>3. <b>Lesson planning/ Individualized Education Plans (IEP)</b></li> <li>4. <b>Identifying varied student abilities</b></li> </ol>	<ol style="list-style-type: none"> <li>1) Provide Reports and photographs / videos of the activities</li> <li>2) Provide Attendance sheets of the workshops/activities with seal and signature of the Principal</li> <li>3) Provide Documentary evidence in support of each selected activity</li> </ol>		<p>Changed After Clarification</p>

	<p><b>5. Dealing with student diversity in classrooms</b></p> <p><b>6. Visualising differential learning activities according to student needs</b></p> <p><b>7. Addressing inclusiveness</b></p> <p><b>8. Assessing student learning</b></p> <p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>HEI Input : B. Any 6 or 7 of the above</p> <p>Recommended Input : D. Any 2 or 3 of the above</p> <p>Remark : Observation accepted &amp; input edited accordingly</p> <p>Attached Documents :</p> <p>1.Documentary evidence in support of each selected activity 2.Data as per Data Template 3.Attendance sheets of the workshops/activities with seal and signature of the Principal 4.Link for additional information</p>			
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Workshop sessions for effective communication</b></li> <li>2. <b>Simulated sessions for practicing communication in different situations</b></li> </ol>	Provide Details of the activities carried out during last completed academic year in respect of each response indicated		Changed After Clarification

	<p>3. <b>Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'</b></p> <p>4. <b>Classroom teaching learning situations along with teacher and peer feedback</b></p> <p>HEI Input : B. Any 3 of the above</p> <p>Recommended Input : E. None of the above</p> <p>Remark : Edited because supporting documents are not provided</p> <p>Attached Documents : 1.Data as per Data Template</p>			
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher made written tests essentially based on subject content</b></li> <li>2. <b>Observation modes for individual and group activities</b></li> <li>3. <b>Performance tests</b></li> <li>4. <b>Oral assessment</b></li> <li>5. <b>Rating Scales</b></li> </ol> <p>HEI Input : B. Any 3 or 4 of the above</p> <p>Recommended Input :</p>	<p>1) Provide Samples prepared by students for each indicated assessment tool 2) Provide Documents showing the different activities for evolving indicated assessment tools</p>		<p>Changed After Clarification</p>

	<p>E. None of the above</p> <p>Remark : Edited because supporting documents are not provided</p> <p>Attached Documents :</p> <p>1.<a href="#">Data as per Data Template</a></p>			
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li><b>1. Preparation of lesson plans</b></li> <li><b>2. Developing assessment tools for both online and offline learning</b></li> <li><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></li> <li><b>4. Identifying and selecting/ developing online learning resources</b></li> <li><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></li> </ol> <p>HEI Input : B. Any 4 of the above</p> <p>Recommended Input : E. Any 1 or none of the above</p> <p>Remark : Edited because supporting documents are not provided</p> <p>Attached Documents :</p> <p>1.<a href="#">Data as per Data Template</a> 2.<a href="#">Link for additional information</a></p>	<p>1) Provide Documentary evidence in support of each response selected 2) Provide Sample evidence showing the tasks carried out for each of the selected response</p>		<p>Changed After Clarification</p>

2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. <b>Planning and scheduling academic, cultural and sports events in school</b></li> <li>2. <b>Planning and execution of community related events</b></li> <li>3. <b>Building teams and helping them to participate</b></li> <li>4. <b>Involvement in preparatory arrangements</b></li> <li>5. <b>Executing/conducting the event</b></li> </ol> <p>HEI Input : A. All of the above</p> <p>Recommended Input : E. None of the above</p> <p>Remark : Edited because supporting documents are not provided</p> <p>Attached Documents : <a href="#">1.Data as per Data Template</a></p>	<p>1) Provide Documentary evidence showing the activities carried out for each of the selected response 2) Provide Report of the events organized 3) Provide Photographs with caption and date wherever possible</p>		Changed After Clarification
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>HEI Input : A. Any 4 or more of the above</p>	<p>Provide Samples of assessed assignments for theory courses of different programs</p>		No Change



	<p>Attached Documents :</p> <p>1.Samples of assessed assignments for theory courses of different programmes 2.Data as per Data Template</p>			
2.4.9	<p><b>Average number of students attached to each school for internship during the last completed academic year</b></p> <p>2.4.9.1. <b>Number of schools selected for internship during the last completed academic year</b></p> <p>HEI Input : 23</p> <p>Attached Documents :</p> <p>1.Plan of teacher engagement in school internship 2.Data as per Data Template 3.Copy of the schedule of work of internees in each school</p>	Provide Copy of the schedule of work of internees in each school		No Change
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. <b>Classroom teaching</b></li> <li>2. <b>Mentoring</b></li> <li>3. <b>Time-table preparation</b></li> <li>4. <b>Student counseling</b></li> <li>5. <b>PTA meetings</b></li> <li>6. <b>Assessment of student learning – home assignments &amp; tests</b></li> <li>7. <b>Organizing academic and cultural events</b></li> <li>8. <b>Maintaining documents</b></li> <li>9. <b>Administrative responsibilities- experience/exposure</b></li> <li>10. <b>Preparation of progress reports</b></li> </ol>	1) Provide Sample copies for each of selected activities claimed 2) Provide School-wise internship reports showing student engagement in activities claimed 3) Wherever the documents are in regional language, provide English translated version		No Change

	<p>HEI Input : C. Any 4 or 5 of the above</p> <p>Attached Documents :</p> <p>1.Sample copies for each of selected activities claimed 2.Data as per Data Template</p>			
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Self</b></li> <li>2. <b>Peers (fellow interns)</b></li> <li>3. <b>Teachers / School* Teachers</b></li> <li>4. <b>Principal / School* Principal</b></li> <li>5. <b>B.Ed Students / School* Students</b></li> </ol> <p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>HEI Input : C. Any 2 or 3 of the above</p> <p>Attached Documents :</p> <p>1.Two filled in sample observation formats for each of the claimed assessors 2.Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)</p>	<p>1) Provide Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) 2) Provide Two filled in sample observation formats for each of the claimed assessors</p>		No Change
2.4.13	<p><b>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li>1. <b>Effectiveness in class room teaching</b></li> <li>2. <b>Competency acquired in evaluation process in schools</b></li> </ol>	<p>1) Provide Format of Criteria and Weightages for interns' performance appraisal used 2) Provide Five</p>		No Change

	<p>3. <b>Involvement in various activities of schools</b>  4. <b>Regularity, initiative and commitment</b>  5. <b>Extent of job readiness</b></p> <p>HEI Input :  B. Any 4 of the above</p> <p>Attached Documents :  1.Format for criteria and weightages for interns' performance appraisal used  2.Five filled in formats for each of the aspects claimed  3.Any additional Link</p>	filled in formats for each of the aspects claimed		
2.5.1	<p><b>Percentage of fulltime teachers against sanctioned posts during the last five years</b></p> <p>Attached Documents :  1.Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal  2.Data as per Data Template</p>	1) Provide Sanction letters indicating number of posts (including Management sanctioned posts) with seal and signature of the Principal ( NOTE:- Provide English translation of sanction letter if it is in regional language) 2) Provide appointment letter of ALL Full time teachers		No Change
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p>2.5.3.1. <b>Total number of years of teaching experience of full-time teachers for the last completed academic year</b></p> <p>HEI Input :  252</p>	1) Provide document showing list of full time teachers with experience duly certified by Principal 2) Provide Experience certificate of ALL faculties		No Change

	<p>Attached Documents :</p> <p>1. <a href="#">Copy of the appointment letters of the fulltime teachers</a></p>								
2.6.2	<p><b>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</b></p> <ol style="list-style-type: none"> <li>1. <b>Display of internal assessment marks before the term end examination</b></li> <li>2. <b>Timely feedback on individual/group performance</b></li> <li>3. <b>Provision of improvement opportunities</b></li> <li>4. <b>Access to tutorial/remedial support</b></li> <li>5. <b>Provision of answering bilingually</b></li> </ol> <p>HEI Input : A. <a href="#">Any 4 or more of the above</a></p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1. <a href="#">Documentary evidence for remedial support provided</a></li> <li>2. <a href="#">Details of provisions for improvement and bi-lingual answering</a></li> <li>3. <a href="#">Copy of university regulation on internal evaluation for teacher education</a></li> <li>4. <a href="#">Link for additional information</a></li> </ol>	<p>1) Provide Copy of university regulation on internal evaluation for teacher education 2) Provide Annual Institutional Plan of action for internal evaluation 3) Provide Details of provisions for improvement and bi-lingual answering 4) Provide Documentary evidence for remedial support provided</p>		No Change					
2.7.2	<p><b>Average pass percentage of students during the last five years</b></p> <p>2.7.2.1. <b>Total number of students who passed the university examination during the last five years</b></p> <p>HEI Input :</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	<p>1) Provide Result sheet for each year received from the affiliating University (NOTE:- Results pertaining to students other than the final year are not to be submitted) 2) Provide Certified report from</p>		No Change
2020-21	2019-20	2018-19	2017-18	2016-17					

	<table border="1" data-bbox="394 217 1240 288"> <tr> <td data-bbox="394 217 564 288">242</td> <td data-bbox="564 217 734 288">242</td> <td data-bbox="734 217 904 288">240</td> <td data-bbox="904 217 1075 288">283</td> <td data-bbox="1075 217 1240 288">270</td> </tr> </table> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Result sheet for each year received from the Affiliating University</li> <li>2.Data as per Data Template</li> <li>3.Certified report from the Head of the Institution indicating pass percentage of students programme-wise</li> <li>4.Link for additional information</li> </ol>	242	242	240	283	270	the Head of the Institution indicating pass percentage of students program-wise		
242	242	240	283	270					
2.7.4	<p><b>Performance of outgoing students in internal assessment</b></p> <p>2.7.4.1. <b>Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</b></p> <p>HEI Input : 242</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year</li> <li>2.Data as per Data template</li> <li>3.Link for additional information</li> </ol>	Provide Record of student –wise/program-wise/semester-wise Internal Assessment of students for the last completed academic year		No Change					
3.1.2	<p><b>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</b></p> <p>3.1.2.1. <b>Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</b></p> <p>HEI Input :</p> <table border="1" data-bbox="394 1257 1240 1329"> <tr> <td data-bbox="394 1257 564 1329">2020-21</td> <td data-bbox="564 1257 734 1329">2019-20</td> <td data-bbox="734 1257 904 1329">2018-19</td> <td data-bbox="904 1257 1075 1329">2017-18</td> <td data-bbox="1075 1257 1240 1329">2016-17</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	Provide Income & Expenditure statements highlighting the research grants received certified by the auditor		No Change
2020-21	2019-20	2018-19	2017-18	2016-17					

	<table border="1" data-bbox="396 217 1240 288"> <tr> <td data-bbox="396 217 564 288">0</td> <td data-bbox="564 217 732 288">0</td> <td data-bbox="732 217 900 288">154800</td> <td data-bbox="900 217 1068 288">0</td> <td data-bbox="1068 217 1240 288">120000</td> </tr> </table> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Sanction letter from the funding agency</li> <li>2.Income expenditure statements highlighting the research grants received, duly certified by the auditor</li> <li>3.Link for additional information</li> </ol>	0	0	154800	0	120000			
0	0	154800	0	120000					
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li><b>1.Seed money for doctoral studies / research projects</b></li> <li><b>2. Granting study leave for research field work</b></li> <li><b>3. Undertaking appraisals of institutional functioning and documentation</b></li> <li><b>4. Facilitating research by providing organizational supports</b></li> <li><b>5. Organizing research circle / internal seminar / interactive session on research</b></li> </ol> <p>HEI Input : C. Any 2 of the above</p> <p>DVV suggested Input : E. None of the above</p> <p>HEI clarification Input : E. None of the above</p> <p>Recommended Input :</p>	<ol style="list-style-type: none"> <li>1) Edited as per Data Template</li> <li>2) Provide Institutional Policy document detailing scheme of incentives</li> <li>3) Provide Sanction letters of award of incentives</li> <li>4) Provide Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</li> <li>5) Provide Documentary evidence for each of the claims</li> </ol>		<p>DVV Suggestion Recommended</p>					

	<p>E. None of the above</p> <p>Attached Documents :</p> <p>1.Data as per Data Template 2.Link for additional information</p>													
3.2.1	<p><b>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</b></p> <p>3.2.1.1. <b>Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</b></p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.First page of the article/journals with seal and signature of the Principal 2.Data as per Data Template 3.Link for additional information</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	1	2	2	1) Provide First page of the article/journals with seal and signature of the Principal 2) Provide E-copies of outer jacket/contents page of the journals in which articles are published		No Change
2020-21	2019-20	2018-19	2017-18	2016-17										
0	0	1	2	2										
3.2.2	<p><b>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</b></p> <p>3.2.2.1. <b>Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years</b></p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17						1) Provide First page of the published book/chapter with seal and signature of the Principal 2) Provide E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international		No Change
2020-21	2019-20	2018-19	2017-18	2016-17										

	<table border="1" data-bbox="396 217 1240 288"> <tr> <td>8</td> <td>1</td> <td>3</td> <td>4</td> <td>3</td> </tr> </table> <p>Attached Documents :</p> <p>1.First page of the published book/chapter with seal and signature of the Principal  2.Data as per Data Template  3.Link for additional information</p>	8	1	3	4	3	conference-proceedings per teacher year-wise							
8	1	3	4	3										
3.3.1	<p><b>Average number of outreach activities organized by the institution during the last five years..</b></p> <p>3.3.1.1. <b>Total number of outreach activities organized by the institution during the last five years.</b></p> <p>HEI Input :</p> <table border="1" data-bbox="396 730 1240 874"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>3</td> <td>3</td> <td>1</td> <td>1</td> <td>1</td> </tr> </table> <p>Attached Documents :</p> <p>1.Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal  2.Data as per Data Template</p>	2020-21	2019-20	2018-19	2017-18	2016-17	3	3	1	1	1	Provide Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal		No Change
2020-21	2019-20	2018-19	2017-18	2016-17										
3	3	1	1	1										
3.3.2	<p><b>Percentage of students participating in outreach activities organized by the institution during the last five years</b></p> <p>3.3.2.1. <b>Number of students participating in outreach activities organized by the institution during the last five years</b></p> <p>HEI Input :</p> <table border="1" data-bbox="396 1289 1240 1361"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	Provide Report of each outreach activity with seal and signature of the Principal		Changed After Clarification					
2020-21	2019-20	2018-19	2017-18	2016-17										



	<table border="1" data-bbox="394 215 1240 285"> <tr> <td>329</td> <td>600</td> <td>200</td> <td>111</td> <td>7</td> </tr> </table> <p>Recommended Input :</p> <table border="1" data-bbox="394 347 1240 489"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Remark : Observation accepted &amp; input edited because of list of students &amp; attendance sheet not provided by HEI</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1. Report of each outreach activity with seal and signature of the Principal</li> <li>2. Event-wise newspaper clippings / videos / photographs with captions and dates</li> <li>3. Link for additional information</li> </ol>	329	600	200	111	7	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0			
329	600	200	111	7															
2020-21	2019-20	2018-19	2017-18	2016-17															
0	0	0	0	0															
3.3.3	<p><b>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</b></p> <p>3.3.3.1. <b>Number of students participated in activities as part of national priority programmes during last five years</b></p> <p>HEI Input :</p> <table border="1" data-bbox="394 1107 1240 1249"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>0</td> <td>0</td> <td>200</td> <td>200</td> <td>200</td> </tr> </table> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1. Documentary evidence in support of the claim along with photographs with</li> </ol>	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	200	200	200	Provide Documentary evidence in support of the claim along with photographs with caption and date		No Change					
2020-21	2019-20	2018-19	2017-18	2016-17															
0	0	200	200	200															

caption and date  
 2.Data as per Data Template  
 3.Any other relevant link

3.3.5

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

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

HEI Input :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	2	2

DVV suggested Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

1) Edited because the awards are to the institution and not to the individual and for extension activities only are considered 2) Provide Appropriate certificates from the awarding agency

DVV  
 Suggestion  
 Recommended

	<p>Attached Documents :</p> <p>1.<a href="#">Data as per Data Template</a> 2.<a href="#">Link for additional information</a></p>			
3.4.3	<p><b>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</b></p> <ol style="list-style-type: none"> <li>1. <b>Local community base activities</b></li> <li>2. <b>Practice teaching /internship in schools</b></li> <li>3. <b>Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education</b></li> <li>4. <b>Discern ways to strengthen school based practice through joint discussions and planning</b></li> <li>5. <b>Join hands with schools in identifying areas for innovative practice</b></li> <li>6. <b>Rehabilitation Clinics</b></li> <li>7. <b>Linkages with general colleges</b></li> </ol> <p>HEI Input : <a href="#">D. Any 1 or 2 of the above</a></p> <p>DVW suggested Input : <a href="#">E. None of the above</a></p> <p>HEI clarification Input : <a href="#">D. Any 1 or 2 of the above</a></p> <p>Recommended Input : <a href="#">E. None of the above</a></p>	<p>1) Edited because supporting documents are not provided 2) Provide Report of each activities with seal and signature of the Principal</p>	<p>20 SCHOOLS ARE TAKEN FOR INTERNSHIP OR PRACTICE TEACHING</p>	<p>DVW Suggestion Recommended</p>

	<p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.<a href="#">Report of each activities with seal and signature of the Principal</a></li> <li>2.<a href="#">Data as per Data Template</a></li> <li>3.<a href="#">Link for additional information</a></li> </ol>			
4.1.2	<p><b>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.</b></p> <p>4.1.2.1. <b>Number of classrooms and seminar hall(s) with ICT facilities</b></p> <p>HEI Input : 9</p> <p>DVV suggested Input : 7</p> <p>HEI clarification Input : 7</p> <p>Recommended Input : 7</p> <p>4.1.2.2. <b>Number of Classrooms and seminar hall(s) in the institution</b></p> <p>HEI Input : 11</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.<a href="#">Geo-tagged photographs</a></li> <li>2.<a href="#">Data as per Data Template</a></li> <li>3.<a href="#">Link to relevant page on the Institutional website</a></li> </ol>	<p>1) Edited as per data Template 2) Provide Geo-tagged photographs of ALL Class rooms with ICT facilities 3) Provide bills for the purchase of Projectors</p>		<p>DVV Suggestion Recommended</p>

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)**

HEI Input :

2020-21	2019-20	2018-19	2017-18	2016-17
131902.00	338328	210924	200018	540316

DVV suggested Input :

2020-21	2019-20	2018-19	2017-18	2016-17
1.31902	3.38328	2.10924	2.00018	5.40316

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17
1.31902	3.38328	2.10924	2.00018	5.40316

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
1.31902	3.38328	2.10924	2.00018	5.40316

Attached Documents :

1. [Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal](#)

Provide Income & Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal

DVV Suggestion Recommended

	<p>2.Data as per Data Template 3.Link for additional information</p>			
4.2.3	<p><b>Institution has subscription for e-resources and has membership/ registration for the following</b></p> <ol style="list-style-type: none"> <li>1. <b>e-journals</b></li> <li>2. <b>e-Shodh Sindhu</b></li> <li>3. <b>Shodhganga</b></li> <li>4. <b>e-books</b></li> <li>5. <b>Databases</b></li> </ol> <p>HEI Input : C. Any 2 of the above</p> <p>DVV suggested Input : E. None of the above</p> <p>HEI clarification Input : C. Any 2 of the above</p> <p>Recommended Input : E. None of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Receipts of subscription /membership to e-resources</li> <li>2.Data as per Data template</li> <li>3.Link for additional information</li> </ol>	<p>1) Edited because supporting documents not provided 2) Provide Receipts of subscription /membership of e-resources 3) Provide E-copy of the letter of subscription /membership in the name of institution</p>	<p>Institution has subscription for E-Journals and E-Books (N-List) are running.</p>	<p>DVV Suggestion Recommended</p>
4.2.4	<p><b>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</b></p>	<p>1) Provide Income &amp; Expenditure statements highlighting the</p>		<p>No Change</p>

	<p><b>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</b></p> <p>HEI Input :</p> <table border="1" data-bbox="396 331 1240 475"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>.041505</td> <td>.070854</td> <td>.079411</td> <td>.064571</td> <td>.069557</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant  2.Data as per Data Template  3.Link for additional information</p>	2020-21	2019-20	2018-19	2017-18	2016-17	.041505	.070854	.079411	.064571	.069557	<p>expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant 2) Provide bills for the purchase of Books &amp; Journals</p>		
2020-21	2019-20	2018-19	2017-18	2016-17										
.041505	.070854	.079411	.064571	.069557										
4.2.5	<p><b>Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year</b></p> <p><b>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</b></p> <p>HEI Input : 212</p> <p><b>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</b></p> <p>HEI Input : 216</p> <p><b>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</b></p>	<p>1) Provide Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for ten days each for five months during the last completed academic year with seal and signature of both the librarian and Principal  2) Provide Link to Certified copies of the ledger pages/screenshots of the data for 5 days each for five months selected by the institution</p>		No Change										

	<p><b>year</b></p> <p>HEI Input : 214</p> <p><b>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.</b></p> <p>HEI Input : 189</p> <p><b>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.</b></p> <p>HEI Input : 195</p> <p>Attached Documents :</p> <p>1.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 2.Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution</p>			
4.3.2	<p><b>Student – Computer ratio for last completed academic year</b></p> <p>Attached Documents :</p> <p>1.Data as per Data Template 2.Link for additional information</p>	<p>1) Provide Purchase receipts and relevant pages of the Stock Register with seal and signature of the Principal 2) Provide the number of computers available for student use certified by Principal</p>		No Change



4.3.3	<p><b>Internet bandwidth available in the institution</b></p> <p>4.3.3.1. <b>Available bandwidth of internet connection in the institution, in MBPS</b></p> <p>HEI Input : 200</p> <p>Recommended Input : 0</p> <p>Remark : Edited because supporting documents are not provided</p> <p>Attached Documents :</p>	1) Provide Receipt for connection indicating bandwidth 2) Provide Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth		Changed After Clarification
4.3.4	<p><b>Facilities for e-content development are available in the institution such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Studio / Live studio</b></li> <li>2. <b>Content distribution system</b></li> <li>3. <b>Lecture Capturing System (LCS)</b></li> <li>4. <b>Teleprompter</b></li> <li>5. <b>Editing and graphic unit</b></li> </ol> <p>HEI Input : C. Any 2 or 3 of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Data as per Data Template</li> <li>2.Link to videos of the e-content development facilities</li> <li>3.Link to the e-content developed by the faculty of the institution</li> <li>4.Link for additional information</li> </ol>	1) Provide List of the equipment purchased for claimed facilities along with the relevant bills 2) Provide Link to the e-content developed by the faculty of the institution		No Change

<p>4.4.1</p>	<p><b>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</b></p> <p>4.4.1.1. <b>Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</b></p> <p>HEI Input :</p> <table border="1" data-bbox="394 469 1240 611"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1.348448</td> <td>3.46043</td> <td>2.186234</td> <td>3.37666</td> <td>6.45914</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.<a href="#">Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant</a>  2.<a href="#">Data as per Data Template</a>  3.<a href="#">Link for additional information</a></p>	2020-21	2019-20	2018-19	2017-18	2016-17	1.348448	3.46043	2.186234	3.37666	6.45914	<p>Provide Income-Expenditure statement highlighting relevant items with seal and signature of the Principal and Chartered Accountant</p>		<p>No Change</p>
2020-21	2019-20	2018-19	2017-18	2016-17										
1.348448	3.46043	2.186234	3.37666	6.45914										
<p>5.1.1</p>	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. <b>Career and Personal Counseling</b></li> <li>2. <b>Skill enhancement in academic, technical and organizational aspects</b></li> <li>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></li> <li>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></li> <li>5. <b>E-content development</b></li> <li>6. <b>Online assessment of learning</b></li> </ol> <p>HEI Input :  B. Any 4 or 5 of the above</p>	<p>1) Provide detailed Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal 2) Provide Sample Filled feedback sheets from the students participating in each of the initiative 3) Provide Photographs with date and caption for each initiative</p>		<p>No Change</p>										

	<p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1. Sample feedback sheets from the students participating in each of the initiative</li> <li>2. Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</li> <li>3. Data as per Data Template</li> <li>4. Paste link for additional information</li> </ol>			
5.1.2	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li>1. <b>Vehicle Parking</b></li> <li>2. <b>Common rooms separately for boys and girls</b></li> <li>3. <b>Recreational facility</b></li> <li>4. <b>First aid and medical aid</b></li> <li>5. <b>Transport</b></li> <li>6. <b>Book bank</b></li> <li>7. <b>Safe drinking water</b></li> <li>8. <b>Hostel</b></li> <li>9. <b>Canteen</b></li> <li>10. <b>Toilets for girls</b></li> </ol> <p>HEI Input : A. Any 8 or more of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1. Paste link for additional information</li> </ol>	Provide Geo-tagged photographs for the selected facilities		No Change

<p>5.1.3</p>	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</b></li> <li>2. <b>Details of members of grievance redressal committees are available on the institutional website</b></li> <li>3. <b>Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</b></li> <li>4. <b>Provision for students to submit grievances online/offline</b></li> <li>5. <b>Grievance redressal committee meets on a regular basis</b></li> <li>6. <b>Students' grievances are addressed within 7 days of receiving the complaint</b></li> </ol> <p>HEI Input : A. All of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Samples of grievance submitted offline</li> <li>2.Institutional guidelines for students' grievance redressal</li> <li>3.Data as per Data Template for the applicable options</li> <li>4.Composition of the student grievance redressal committee including sexual harassment and ragging</li> <li>5.Paste link for additional information</li> </ol>	<p>1) Provide Composition of the student grievance redressal committee including sexual harassment and ragging 2) Provide Samples of grievance submitted offline 3) Provide Report of incident management of grievances from the concerned 4) Provide The mechanism of redressal as document and hosted in the HEI's Website 5) Provide the link of the same to validate the same</p>		<p>No Change</p>
<p>5.2.1</p>	<p><b>Percentage of placement of students as teachers/teacher educators</b></p> <p>5.2.1.1. <b>Number of students of the institution placed as teachers/teacher educators during the last five years</b></p> <p>HEI Input :</p>	<p>1) Edited because supporting documents not provided 2) Provide Annual reports of Placement Cell for five years 3) Provide Appointment letters of</p>		<p>DW Suggestion Recommended</p>

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	10	11	12

DVV suggested Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Attached Documents :

- 1.Data as per Data Template
- 2.Appointment letters of 10% graduates for each year
- 3.Annual reports of Placement Cell for five years
- 4.Paste link for additional information

ALL graduates for each year

5.2.2	<b>Percentage of student progression to higher education during the last completed academic year</b>	1) Provide Details of graduating students and their progression to		No Change
-------	--	--	--	-----------

	<p>5.2.2.1. <b>Number of outgoing students progressing from Bachelor to PG.</b></p> <p>HEI Input : 14</p> <p>5.2.2.2. <b>Number of outgoing students progressing from PG to M.Phil.</b></p> <p>HEI Input : 0</p> <p>5.2.2.3. <b>Number of outgoing students progressing from PG / M.Phil to Ph.D.</b></p> <p>HEI Input : 0</p> <p>Attached Documents :</p> <p>1.Details of graduating students and their progression to higher education with seal and signature of the principal 2.Data as per Data Template 3.Paste link for additional information</p>	<p>higher education with seal and signature of the Principal 2) Provide Documentary evidence ( such as Identity card, admission letter etc.) in support of the claim</p>												
5.3.2	<p><b>Average number of sports and cultural events organized at the institution during the last five years</b></p> <p>5.3.2.1. <b>Number of sports and cultural events organized at the institution during the last five years</b></p> <p>HEI Input :</p> <table border="1" data-bbox="394 1177 1240 1321"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>777</td> <td>1360</td> <td>1384</td> <td>1385</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	777	1360	1384	1385	<p>1) Edited as per Data Template 2) Provide Reports of the events along with the photographs with captions and dates 3) Provide Copy of circular / brochure indicating such kind of events</p>		<p>DVW Suggestion Recommended</p>
2020-21	2019-20	2018-19	2017-18	2016-17										
0	777	1360	1384	1385										

DVV suggested Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	8	8	8

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	8	8	8

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	8	8	8

Attached Documents :

1. [Data as per Data Template](#)
2. [Paste link for additional information](#)

5.4.2	<p><b>Alumni has an active role in the regular institutional functioning such as</b></p> <ol style="list-style-type: none"> <li><b>1. Motivating the freshly enrolled students</b></li> <li><b>2. Involvement in the in-house curriculum development</b></li> <li><b>3. Organization of various activities other than class room activities</b></li> <li><b>4. Support to curriculum delivery</b></li> </ol>	<ol style="list-style-type: none"> <li>1) Provide Documentary evidence for the selected claim</li> <li>2) Provide Income Expenditure statement highlighting the alumni contribution</li> <li>3) Provide Report of alumni participation in institutional functioning</li> </ol>		<p>Changed After Clarification</p>
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	<p><b>5. Student mentoring</b></p> <p><b>6. Financial contribution</b></p> <p><b>7. Placement advice and support</b></p> <p>HEI Input : C. Any 2 or 3 of the above</p> <p>Recommended Input : E. None of the above</p> <p>Remark : Edited because supporting documents are not provided</p> <p>Attached Documents : 1.Any additional link</p>	for last completed academic year																						
5.4.3	<p><b>Number of meetings of Alumni Association held during the last five years</b></p> <p>5.4.3.1. <b>Number of meetings of Alumni Association held during the last five years</b></p> <p>HEI Input :</p> <table border="1" data-bbox="394 1007 1240 1150"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1" data-bbox="394 1209 1240 1353"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	1	1	1	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0	Provide Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association		Changed After Clarification
2020-21	2019-20	2018-19	2017-18	2016-17																				
0	0	1	1	1																				
2020-21	2019-20	2018-19	2017-18	2016-17																				
0	0	0	0	0																				



	<p>Remark : Edited because supporting documents are not provided</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1. <a href="#">Data as per Data Template</a></li> <li>2. <a href="#">Paste link for additional information</a></li> </ol>			
6.2.3	<p><b>Implementation of e-governance are in the following areas of operation</b></p> <ol style="list-style-type: none"> <li>1. <b>Planning and Development</b></li> <li>2. <b>Administration</b></li> <li>3. <b>Finance and Accounts</b></li> <li>4. <b>Student Admission and Support</b></li> <li>5. <b>Examination System</b></li> <li>6. <b>Biometric / digital attendance for staff</b></li> <li>7. <b>Biometric / digital attendance for students</b></li> </ol> <p>HEI Input : <a href="#">A. Any 6 or more of the above</a></p> <p>DVV suggested Input : <a href="#">C. Any 3 or 4 of the above</a></p> <p>HEI clarification Input : <a href="#">A. Any 6 or more of the above</a></p> <p>Recommended Input : <a href="#">C. Any 3 or 4 of the above</a></p>	<p>1) Edited because supporting documents not provided 2) Provide Screen shots of user interfaces of each module 3) Provide Annual e-governance report 4) Provide Geo-tagged photographs</p>	<p>Supporting Document: <a href="#">20211011_23438P</a> <a href="#">MByGPSMapCamera.jpg</a></p>	<p>DVV Suggestion Recommended</p>

	<p>Attached Documents :</p> <p>1.Screen shots of user interfaces of each module 2.Data as per Data Template 3.Link for additional information</p>																																											
6.3.2	<p><b>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</b></p> <p>6.3.2.1. <b>Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years</b></p> <p>HEI Input :</p> <table border="1" data-bbox="394 655 1240 799"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>DVW suggested Input :</p> <table border="1" data-bbox="394 858 1240 1002"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>HEI clarification Input :</p> <table border="1" data-bbox="394 1061 1240 1204"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Recommended Input :</p> <table border="1" data-bbox="394 1294 1240 1366"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17						<p>1) Edited because supporting documents not provided 2) Provide Institutional Policy document on providing financial support to teachers 3) Provide E-copy of letter/s indicating financial assistance to teachers 4) Provide Certificate of participation for the claim 5) Provide Certificate of membership 6) Provide Income Expenditure statement highlighting the financial support to teachers</p>	<p>Financial support (Rs. 5000/-) for seminar organized by our faculty Dr. K. Mukherjee on 5th September, 2020 and Dr. S. Kar also organized a seminar on 25/08/2020 &amp; 26/08/2020 financial supported (Rs. 3500/-) by the college.</p> <p>Supporting Document: <a href="#">WhatsApp Image 2021-11-01 at 15.15.05.jpeg</a></p>	<p>DVW Suggestion Recommended</p>
2020-21	2019-20	2018-19	2017-18	2016-17																																								
1	0	0	0	0																																								
2020-21	2019-20	2018-19	2017-18	2016-17																																								
0	0	0	0	0																																								
2020-21	2019-20	2018-19	2017-18	2016-17																																								
1	0	0	0	0																																								
2020-21	2019-20	2018-19	2017-18	2016-17																																								

0	0	0	0	0
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Attached Documents :

1. [Data as per Data Template](#)
2. [Certificate of participation for the claim](#)
3. [Certificate of membership](#)
4. [Link for additional information](#)

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**

HEI Input :

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	3	1	3

DVV suggested Input :

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	3	1	2

HEI clarification Input :

2020-21	2019-20	2018-19	2017-18	2016-17

1) Edited because One teacher attending one or more professional development Program in a year is counted as one only 2) Provide Copy of the Course completion certificates of ALL teachers

DVV Suggestion Recommended

3	0	3	1	2
---	---	---	---	---

Recommended Input :

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	3	1	2

Attached Documents :

1. [Data as per Data Template](#)
2. [Copy of Course completion certificates](#)
3. [Link for additional information](#)

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.**

HEI Input :

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

DVV suggested Input :

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

HEI clarification Input :

1) Edited because Activities other than quality initiatives not considered 2) Provide Report of the work done by IQAC or other quality mechanisms 3) Provide List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal

DW  
Suggestion  
Recommended

	<table border="1" data-bbox="396 217 1240 359"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Recommended Input :</p> <table border="1" data-bbox="396 448 1240 590"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Attached Documents :</p> <p>1. <a href="#">Data as per Data Template</a></p>	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	0	0	0			
2020-21	2019-20	2018-19	2017-18	2016-17																				
1	0	0	0	0																				
2020-21	2019-20	2018-19	2017-18	2016-17																				
1	0	0	0	0																				
6.5.4	<p><b>Institution engages in several quality initiatives such as</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></li> <li><b>2. Timely submission of AQARs (only after 1st cycle)</b></li> <li><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></li> <li><b>4. Collaborative quality initiatives with other institution(s)</b></li> <li><b>5. Participation in NIRF</b></li> </ol> <p>HEI Input : B. Any 3 of the above</p> <p>DVV suggested Input : D. Any 1 of the above</p>	<p>1) Edited because supporting documents not provided 2) Provide Link to the minutes of the meeting of IQAC 3) Provide Link to Annual Quality Assurance Reports (AQAR) of IQAC 4) Provide Consolidated report of Academic Administrative Audit (AAA) 5) Provide e-Copies of the accreditation and certifications 6) Provide Supporting document of participation in NIRF 7) Provide Feedback analysis report</p>	<p>Supporting Document: <a href="#">MOU KU AND NSOU.pdf</a></p>	<p>DVW Suggestion Recommended</p>																				

	<p>HEI clarification Input : C. Any 2 of the above</p> <p>Recommended Input : D. Any 1 of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1.Feedback analysis report</li> <li>2.e-Copies of the accreditations and certifications</li> <li>3.Data as per Data Template</li> <li>4.Link to the minutes of the meeting of IQAC</li> <li>5.Link to Annual Quality Assurance Reports (AQAR) of IQAC</li> </ol>			
7.1.3	<p><b>Institution waste management practices include</b></p> <ol style="list-style-type: none"> <li>1. <b>Segregation of waste</b></li> <li>2. <b>E-waste management</b></li> <li>3. <b>Vermi-compost</b></li> <li>4. <b>Bio gas plants</b></li> <li>5. <b>Sewage Treatment Plant</b></li> </ol> <p>HEI Input : C. Any 2 of the above</p> <p>DVV suggested Input : E. None of the above</p> <p>HEI clarification Input : E. None of the above</p>	<p>1) Provide Documentary evidence such as bills in support of each selected response 2) Provide Geo-tagged photographs of each selected response 3) Provide Income Expenditure statement highlighting the specific components</p>		<p>DW Suggestion Recommended</p>

	<p>Recommended Input : E. None of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1. <a href="#">Geo-tagged photographs</a></li> <li>2. <a href="#">Documentary evidence in support of each selected response</a></li> <li>3. <a href="#">Link for additional information</a></li> </ol>			
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Waste water recycling</b></li> <li><b>3. Reservoirs/tanks/ bore wells</b></li> <li><b>4. Economical usage/ reduced wastage</b></li> </ol> <p>HEI Input : B. Any 3 of the above</p> <p>DVV suggested Input : E. None of the above</p> <p>HEI clarification Input : D. Any 1 of the above</p> <p>Recommended Input : E. None of the above</p> <p>Attached Documents :</p>	<p>1) Edited because supporting documents not provided 2) Provide Income &amp; Expenditure statement highlighting the specific components 3) Provide Documentary evidence such as bills in support of the claim 4) Provide Geo-tagged photographs of All selected response</p>	<p>We have 7 water reservoirs</p>	<p>DVV Suggestion Recommended</p>

	<p>1. <a href="#">Geotagged photographs</a></p> <p>2. <a href="#">Documentary evidence in support of the claim</a></p> <p>3. <a href="#">Any additional link</a></p>			
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <p><b>1. Encouraging use of bicycles / E-vehicles</b></p> <p><b>2. Create pedestrian friendly roads in the campus</b></p> <p><b>3. Develop plastic-free campus</b></p> <p><b>4. Move towards paperless office</b></p> <p><b>5. Green landscaping with trees and plants</b></p> <p>HEI Input :  <a href="#">B. Any 4 of the above</a></p> <p>DVV suggested Input :  <a href="#">D. Any 1 or 2 of the above</a></p> <p>HEI clarification Input :  <a href="#">C. Any 3 of the above</a></p> <p>Recommended Input :  <a href="#">D. Any 1 or 2 of the above</a></p> <p>Attached Documents :</p> <p>1. <a href="#">Videos / Geotagged photographs related to Green Practices adopted by the institution</a></p> <p>2. <a href="#">Snap shots and documents related to exclusive software packages used for</a></p>	<p>1) Edited because supporting documents not provided 2) Provide Videos / Geo-tagged photographs related to Green Practices adopted by the institution 3) Provide Circulars and relevant policy papers for the claims made 4) Provide Snap shots and documents related to exclusive software packages used for paperless office 5) Provide Income Expenditure statement highlighting the specific components</p>	<p>Our campus has committed to encourage green practices that include 1. Develop plastic-free camp 2. Green landscaping with trees and plants 3. Move towards paperless office</p>	<p>DVV Suggestion Recommended</p>



	<p><a href="#">paperless office</a> 3.<a href="#">Link for additional information</a></p>													
7.1.7	<p><b>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p>7.1.7.1. <b>Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p>HEI Input :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>.012000</td> <td>.007000</td> <td>.024000</td> <td>.028000</td> <td>.023000</td> </tr> </tbody> </table> <p>Attached Documents :</p> <p>1.<a href="#">Income Expenditure statement on green initiatives, energy and waste management</a> 2.<a href="#">Data as per Data Template</a> 3.<a href="#">Link for additional information</a></p>	2020-21	2019-20	2018-19	2017-18	2016-17	.012000	.007000	.024000	.028000	.023000	Provide Income Expenditure statement on green initiatives, energy and waste management (The extract of expenditure should focus only on green initiatives and waste management)		No Change
2020-21	2019-20	2018-19	2017-18	2016-17										
.012000	.007000	.024000	.028000	.023000										
7.1.9	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>Code of Conduct is displayed on the institution's website</b></li> <li><b>Students and teachers are oriented about the Code of Conduct</b></li> <li><b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li><b>Professional ethics programmes for students, teachers, administrators and other staff are organized periodically</b></li> </ol> <p>HEI Input :</p>	1) Edited because supporting documents not provided 2) Provide Web-Link to the Code of Conduct displayed on the institution's website 3) Provide Reports / minutes of the periodic programs to appraise adherence to the Code of Conduct 4) Provide Details of the Monitoring Committee,		DW Suggestion Recommended										

	<p>A. All of the above</p> <p>DVV suggested Input : C. Any 2 of the above</p> <p>HEI clarification Input : C. Any 2 of the above</p> <p>Recommended Input : C. Any 2 of the above</p> <p>Attached Documents :</p> <ol style="list-style-type: none"> <li>1. Web-Link to the Code of Conduct displayed on the institution's website</li> <li>2. Details of the Monitoring Committee, Professional ethics programmes, if any</li> <li>3. Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University</li> <li>4. Link for additional information</li> </ol>	<p>Professional ethics programs,</p>		
--	--	--------------------------------------	--	--