



## YEARLY STATUS REPORT - 2022-2023

### Part A

#### Data of the Institution

##### 1.Name of the Institution

GOPAL CHANDRA MEMORIAL COLLEGE OF EDUCATION

- Name of the Head of the institution **DR. SHREYASHI PALTASINGH**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **9432152209**
- Mobile No: **8777016551**
- Registered e-mail ID (Principal) **shreyashipaltasingh1000@gmail.com**
- Alternate Email ID **gcmcollege@rediffmail.com**
- Address **79/1, Haripada Biswas Sarani, P. O. New Barrackpore,**
- City/Town **KOLKATA**
- State/UT **WEST-BENGAL**
- Pin Code **700131**

##### 2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Baba Saheb Ambedkar Education University (BSAEU)**
- Name of the IQAC Co-ordinator/Director **Dr. Paramita Bandyopadhyay ( Das)**
- Phone No. **8777016551**
- Alternate phone No.(IQAC) **9123385564**
- Mobile (IQAC) **9051944172**
- IQAC e-mail address **iqacgcmcollege@gmail.com**
- Alternate e-mail address (IQAC) **paromitabando11@gmail.com**

**3.Website address**

- Web-link of the AQAR: (Previous Academic Year) <https://www.gcmcollege.in/pages/NAC/AQAR/>

**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.gcmcollege.in/pages/NAC/Academic-Calendar/>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 2</b>	<b>B</b>	<b>2.60</b>	<b>2016</b>	<b>11/07/2016</b>	<b>10/07/2021</b>
<b>Cycle 1</b>	<b>B+</b>	<b>2.75</b>	<b>2004</b>	<b>04/11/2004</b>	<b>03/11/2009</b>

**6.Date of Establishment of IQAC****14/03/2005****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
GOPAL CHANDRA MEMORIAL COLLEGE OF EDUCATION	COMPONENT 9 RUSA 2.0 GRAND	RUSA	19/11/2018	10000000
GOPAL CHANDRA MEMORIAL COLLEGE OF EDUCATION	COMPONENT 9 RUSA 2.0 GRAND	RUSA	30/04/2020	5000000
GOPAL CHANDRA MEMORIAL COLLEGE OF EDUCATION	COMPONENT 9 RUSA 2.0 GRAND	RUSA	03/01/2024	3000000

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

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

**9. No. of IQAC meetings held during the year** **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

**11. Significant contributions made by IQAC during the current year (maximum five bullets)**

1. IQAC encourage all the faculty members to organize students week successfully through online mode.

2. IQAC encourage all the faculty members and students to organize National Yoga Day successfully.

.3. Encourage different Community Out reach programme.

4. Development of values through morning assembly and also through teaching in regular classes.

5. IQAC encourage faculty members and students to organize innovative art exhibition.

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).**

Plan of Action	Achievements/Outcomes
Students Week	Totally Successful
National Yoga Day	Totally Successful
Community Outreach Programme	Totally Successful
Development of Values	Totally Successful
National Education Day	Totally Successful
National Language Day	Totally Successful

**13. Whether the AQAR was placed before statutory body?** Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
G.B.	04/04/2023

**14. Whether institutional data submitted to AISHE**

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>GOPAL CHANDRA MEMORIAL COLLEGE OF EDUCATION</b>
• Name of the Head of the institution	<b>DR. SHREYASHI PALTASINGH</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>9432152209</b>
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• City/Town	<b>KOLKATA</b>
• State/UT	<b>WEST-BENGAL</b>
• Pin Code	<b>700131</b>
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
• Type of Institution	<b>Co-education</b>
• Location	<b>Urban</b>
• Financial Status	<b>UGC 2f and 12(B)</b>

• Name of the Affiliating University	Baba Saheb Ambedkar Education University (BSAEU)				
• Name of the IQAC Co-ordinator/Director	Dr. Paramita Bandyopadhyay ( Das )				
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• IQAC e-mail address	iqacgcmcollege@gmail.com				
• Alternate e-mail address (IQAC)	paromitabando11@gmail.com				
<b>3.Website address</b>	<a href="https://www.gcmcollege.in">https://www.gcmcollege.in</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.gcmcollege.in/pages/NAAC/AQAR/">https://www.gcmcollege.in/pages/NAAC/AQAR/</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.gcmcollege.in/pages/NAAC/Academic-Calendar/">https://www.gcmcollege.in/pages/NAAC/Academic-Calendar/</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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Cycle 1	B+	2.75	2004	04/11/2004	03/11/2009
<b>6.Date of Establishment of IQAC</b>			14/03/2005		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					

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<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
<b>9.No. of IQAC meetings held during the year</b>	<b>2</b>
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>	

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**13. Whether the AQAR was placed before statutory body?**

**Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
G.B.	04/04/2023

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2021-2022	28/11/2022

**15. Multidisciplinary / interdisciplinary**



Our vision is to produce good quality teachers who can build ideal citizens of nation and bring desirable changes in society. The mission of our college is imparting knowledge and skills to trainees to face challenges and contribute for sustainable development in society, to develop competency and commitment among trainees to enable them as most respectable and responsible citizens of the country, to prepare students to face the challenges in competitive world, acquainting with use of ICT, modern technology and TLM to promote creative thinking and innovation, to enhance leadership, educational administrative and management skills. To meet the vision, mission and objectives of the college we always try our best for around development of our students and also the competency of the students in all aspects of life. Our college has no scope to modify the curriculum, as the college is directed by the affiliating university Baba Saheb Ambedkar Education University (BSAEU). In our B.Ed syllabus there is a paper 1.1.5 " Understanding discipline and subject" in 1st semester which has interdisciplinary approach. Through organization of different types of cocurricular activities we try to provide multidisciplinary and intersdisciplinary education. Through regular teaching and learning we impart multidisciplinary and interdisciplinary approach among our students. Our institution organises various kinds of community outreach programme through out the year. Our students take initiatives in plantation and different kind of awareness programme in the local community. During internship programme our students get opportunities to develop interdisciplinary approach among them. Students from multiple disciplines used to take admission in our college and concerned faculty members try their level best to cater students' academic needs and requirements as far as possible. However college has to follow the prescribed curriculum of the affiliating University BSAEU.

#### **16. Academic bank of credits (ABC):**

Not yet introduced and college is waiting for the guidelines of affiliating University as well as State Government in this aspect.

#### **17. Skill development:**

Our institution provides opportunities to our students to strengthen their vocational skills. Such as preparation of date calendar, book cover, paper collage work, fabric works, different types of crafts with the help of waste materials. Our institution has language lab, virtual classroom and IT classroom for development of soft skills of our students. The curriculum

includes development of teaching skills through practice of micro-teaching. The skills are developed through peer observation and supervision by mentors and subject teachers. Besides, we also develop some employability skills such as public speaking, presentation of seminars using PowerPoint, classroom management skills, skills for organizing various programmes ICT skills and life skills.

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

College follows bilingual method of teaching - 1. Bengali 2. English.

Maximum students prefer Bengali as medium of instruction. Most of the cultural activities are based on the local culture and students are always encouraged to do so.

For integrating Indian Knowledge System, college is waiting for the guidelines of the affiliating University as well as State Govt.

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

Programme outcomes for Two-years bachelor of Education 1. Understand the basic concepts of educational theories ,2. Understand the approaches and strategies under teaching pedagogy of school subjects, 3. Attain ICT exposure for teaching and learning, 4. Undergo school internship experience, 5. Understand the significance of interdisciplinary approach in teacher education, 6. Understand the relevance of language across the curriculum, 7. Attain expertise in reading and comprehension skills for teaching, 8. Understand developmental psychology to know the students better, 9. Understand concepts related to inclusive education, 10. Understand the policies and practices in education, 11. Attain knowledge about curriculum and its types,12. Gain insight about the history of education,13. Learn the basic teaching skills and strategies 14. Attain knowledge about yoga, fine arts and performing arts,15. Learn about school governance.

**20.Distance education/online education:**

College was a centre of study for IGNOU & NSOU imparting distance education.

**Extended Profile**

<b>1.Student</b>	
2.1	50
Number of students on roll during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	50
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	26
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	48
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	48
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	50
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>2.Institution</b>	

4.1	15.08
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	20
Total number of computers on campus for academic purposes	
<b>3. Teacher</b>	
5.1	9
Number of full-time teachers during the year:	
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	9
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Our college is a B.Ed. college under the Baba Saheb Ambedkar Education University . The curriculum that BSAEU mandates is followed by the institution; new curricula cannot be created or existing ones modified. Nonetheless, the teaching faculties and Principal are constantly involved in coming up with innovative ways to apply the curriculum. Teachers constantly try to incorporate Power Point into their lessons in the classroom. Faculty members and students regularly take part in community service projects in addition to their academic endeavours. Students participate in awareness-raising events like Yoga Day and Anti-Tobacco Day with the goal of creating awareness about sustainable communities and celebrated different nation and internation days.</p>	

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b>	<b>A. All of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all</b>	<b>A. All of the Above</b>

**programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution**  
**Prospectus Student induction programme**  
**Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.gcmcollege.in/pages/Academic/Programme-Outcomes/">https://www.gcmcollege.in/pages/Academic/Programme-Outcomes/</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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**

**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

**12**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="https://www.gcmcollege.in/pages/Academic/Academic-Calendar/">https://www.gcmcollege.in/pages/Academic/Academic-Calendar/</a>

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

2

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

98

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

98

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

1

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

1



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The primary goal of education is to turn people into resources. The development of the various cognitive, effective, and psycho-motor domains is aided by education. The B.Ed. curriculum uses a variety of methods to spread knowledge, skills, values, and attitudes. Learning through micro-teaching, simulated learning, and practise teaching fosters the development of diverse abilities, values, and attitudes. A variety of programmes are set up in the classroom to aid in the development of the students' attitudes and values. Students participated in a variety of events in addition to these, such as the annual exhibition, republic day, netaji birthday, agomoni utsav, teachers day, sarasawati pujo, basanta utsav, anti-tobaco day, and yoga day.

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

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Variety is a natural rule. Diversities can be categorised using a variety of criteria. Diversities exist according to factors such as gender, socioeconomic status, school location, etc. Teachers are involved in conveying the idea of unity in variety during the teaching and learning process. The educational system contains a variety of forms of diversity. Several factors contribute to diversity, including school type, location, affiliated board, and medium. Students have firsthand experience with the various forms of diversity present in the educational system during their internship period. They are also familiar with the curriculum and knowledge offered by the various state boards of education thanks to theoretical lectures on the subject. Additionally, students visit several institutions for internships and field-based learning opportunities. Students gain firsthand knowledge of diverse schools and their customs.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The B.Ed. curriculum combines academic and extracurricular activities in a well-balanced format. During their teacher education curriculum, student instructors learn about a variety of extracurricular and academic activities. Students engage in a variety of academic and practical activities throughout this time. Students therefore gain practical experience. Pupils learn how to think critically, creatively, cooperatively, and other concepts.

Participating in extracurricular activities fosters kids' leadership development. The internship term facilitates students' acquisition of practical experiences. In general, all teacher education programmes offer students a great deal of practical skills and activities that will benefit them in the workplace.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	<b>All of the above</b>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed, action taken and available on website</b>
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

50

**2.1.1.1 - Number of students enrolled during the year**

50

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year**

24

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

24

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

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

0

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

There is no assessment at entry level as per instructions from the higher education department. The students are admitted on the basis of their credit scores in the merit list. The scoring criterion is followed on the basis of the guidelines given by the affiliating university. There is an orientation programme at the beginning of the course where students are acquainted with the details of the course and the institutional norms. All queries from their end are answered. If anyone wants to discuss anything separately according to his/her learning needs, then individual support is given through counselling. During the course of the B.Ed. programme, students who face issues with understanding any course content are given remedial lessons by the teacher in the concerned areas.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.2 - Mechanisms are in place to honour**

All of the above

**student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

**Three of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.2.4 - Student-Mentor ratio for the academic year

1:8

#### 2.2.4.1 - Number of mentors in the Institution

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The faculty members of the institution adopt a variety of teaching methods. While helping students to deliver seminars teachers use discussion and hands on training methods. For grooming teaching skills of students through micro-teaching practice and internship, participative learning and experiential methods are employed. During internship, trainee teachers engage in various school-based and community based activities which help them to work together with school students. Students have to often collect data for practicum in different papers through field visit. This gives them an experiential learning opportunity. Though classes are carried on

off-line mostly, some teachers also share materials online in google classrooms. This gives them an exposure to various online learning resources. Students have to write assignments in each paper, for which they have to consult different books and websites. Teachers help them to write their assignments using various learning resources.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://classroom.google.com/c/Njm2MDQ0Njc00TA1?cjc=fa3dydd">https://classroom.google.com/c/Njm2MDQ0Njc00TA1?cjc=fa3dydd</a>
Any other relevant information	<a href="#">View File</a>

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

100

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



<b>2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports</b>	<b>Four of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://classroom.google.com/c/NjA0NDU3NzgwNzYw?cjc=xfdia5o">https://classroom.google.com/c/NjA0NDU3NzgwNzYw?cjc=xfdia5o</a>
Any other relevant information	<a href="#">View File</a>
<p>2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life</p>	
<p><b>Teachers' Training programme is aimed towards grooming quality teachers who can assist to nurture the future citizens of the nation. So mentoring becomes considerably essential for trainees. It also increases the mentor-trainee interaction via prolonged contact hours. The students in teachers' training colleges are required to study various pedagogy subjects. The subject teachers act as their mentors to train them and prepare them for meeting professional needs.. The college has the following pedagogy subjects, namely- English, Bengali, Mathematics, Geography, History, Education, Physical Science, and Life Science. The concerned subject teachers groom college students as mentors to achieve knowledge of their own subjects. In the second semester, the trainees are supervised by their respective subject teachers during micro-teaching practice with peers. Besides, during the third semester, they are assessed by all teachers and specially by their subject teachers in schools while conducting teaching practice. Further, every internship school has a mentor who guides and assesses the trainees on their overall performance and</b></p>	

additionally helps them to solve issues associated with the particular schools. Apart from these, the students conduct practicum activities under the guidance of individual teachers who supervise them to conduct field-based activities.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The trainee teachers are encouraged to use creative and innovative approaches to teaching during internship. They are assessed on the basis of their innovative approach during teaching internship. All subject teachers guide them to plan their lessons using interactive and innovative strategies. Trainee teachers also use their creativity to prepare teaching learning materials and projects for practicum. They create Power Point Presentations with their thinking skills and creativity to present seminars in each semester. They participate in various creative competitions and

cultural activities which encourage them to do innovative thinking. They also prepare learning designs using their thinking skills.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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**  
**Organizing Learning (lesson plan)**  
**Developing Teaching Competencies**  
**Assessment of Learning Technology Use and Integration**  
**Organizing Field Visits**  
**Conducting Outreach/ Out of Classroom Activities**  
**Community Engagement**  
**Facilitating Inclusive Education**  
**Preparing Individualized Educational Plan(IEP)**

Seven/Eight of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms**

Ten/All of the above

<b>Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>													
<table border="1"> <thead> <tr> <th data-bbox="86 465 539 533">File Description</th> <th data-bbox="539 465 1445 533">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 533 539 600">Data as per Data Template</td> <td data-bbox="539 533 1445 600"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 600 539 703">Reports and photographs / videos of the activities</td> <td data-bbox="539 600 1445 703"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 703 539 846">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 703 1445 846"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 846 539 949">Documentary evidence in support of each selected activity</td> <td data-bbox="539 846 1445 949"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 949 539 1016">Any other relevant information</td> <td data-bbox="539 949 1445 1016"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Reports and photographs / videos of the activities	<a href="#">View File</a>	Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>	Documentary evidence in support of each selected activity	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	
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Documentary evidence in support of each selected activity	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b>	<b>All of the above</b>												
<table border="1"> <thead> <tr> <th data-bbox="86 1482 539 1550">File Description</th> <th data-bbox="539 1482 1445 1550">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1550 539 1617">Data as per Data Template</td> <td data-bbox="539 1550 1445 1617"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1617 539 1796">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 1617 1445 1796"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1796 539 1868">Any other relevant information</td> <td data-bbox="539 1796 1445 1868"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>					
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Data as per Data Template	<a href="#">View File</a>												
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<b>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</b>	<b>One of the above</b>												

**interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports**

All of the above

**events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The members of the Teachers' Council allot English or Bengali schools for internship to students considering their requirements and convenience. The internship takes place in two phases - for a month during the second and for three months during the third semesters. The students are oriented during the second semester before they are sent to schools for class observation and certain

School based activities. They get acquainted with the environment of their respective schools and get an opportunity to interact with the teachers and students of the schools. The practice teaching coordinator conducts meeting with the faculty members and distributes responsibilities of mentorship for each school among them; and sets the schedule for their school visit to carry out supervision in consultation with the College Principal. He/she also communicates with the school authorities and respective internship coordinators of the schools to discuss the activities to be carried out by the trainees in schools as prescribed by the affiliating University. Teaching and community based activities are conducted in the third semester. The trainee teachers are assessed by the subject teacher, school mentor, college Principal and external examiner based on the parameters defined by the affiliating University.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

##### **2.4.9.1 - Number of final year students during the academic year**

48

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The trainee teachers are regularly supervised by all faculty members. They are particularly trained by their pedagogy teachers on the basis of the subject-specific teaching-learning strategies. The school coordinator and respective subject teachers in schools are also requested to observe their teaching and comment on the same in comment books. The teacher educators assigned as the school mentors of particular schools also assess the trainees. The trainee teachers are asked to observe the classes of each other and provide peer reviews. The trainee teachers are marked on the basis of the criteria mentioned in the curriculum of the affiliating university. The College Principal, the mentor, the subject teacher and the external examiner assess and mark the trainees based on their performance. The regular attendance sheets maintained by the trainees are signed by the school coordinators and visiting faculty members. Faculty members also maintain a record of the schools visited and the students supervised. Per trainee performance sheet and attendance record is also maintained to ensure the improvement of performance.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.12 - Performance of students during internship is assessed by the institution in**

Two of the above



**terms of observations of different persons such as Self Peers (fellow interns) Teachers / School\* Teachers Principal / School\* Principal B. Ed Students / School\* Students (\* ‘Schools’ to be read as “TEIs” for PG programmes)**

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

**2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

Three of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.5 - Teacher Profile and Quality**

**2.5.1 - Number of fulltime teachers against sanctioned posts during the year**

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

82

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

82

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words  
 1. In house discussions on current developments and issues in education  
 2. Share information with colleagues and with other institutions on policies and regulations

Members of the Teachers' Council hold meetings from time to time to discuss academic issues and improve the teaching-

learning strategies for better execution of the curriculum. The faculty members participate in FDPs, Refresher Courses, Workshops, and Orientation programmes to update themselves on academic issues. The current issues in education are discussed in class and among the faculty members. The faculty members participate in seminars in new policies and other academic issues and share the information acquired with other faculty members formally during in house meetings and informally. Faculty members also guide students to prepare presentations and awareness programmes on current issues.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution  
Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The students are assessed on the basis of their class attendance, participation and performance in various academic, cultural and cocurriculum throughout the semester. They are also evaluated on the basis of seminar presentations and participation in field based projects. The students work on field practicum activities under the guidance of faculty members and prepare their assignments and projects according to the data collected, which are evaluated on the basis of their diligence and quality of work. Besides, the college ensures that students attend all the lessons regularly and participate in all theoretical and practical assessments. They compulsorily appear in the test examination before all semester examinations to ensure that they get scope for enough practice and revision before their final examinations. The regularity of attendance in school, teaching performance, cocurricular participation, community-based activities, and feedback from school authorities are considered to assess the trainee teachers throughout the span of school internship.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The college has a grievance redressal committee. The committee is open to suggestions of the students. There has not been any grievance-related issue among the students. In case of mild problems, the students approach the teachers and the problems are immediately solved.

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

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The university prescribes a yearly academic calendar at the commencement of every session. On this basis, the college frames its own academic calendar. The new session begins from 1st July and ends on 30th June including four semesters for two years. At the end of every semester, college students should take internal theoretical, practical and external theoretical, practical examinations and viva voce examinations. The first semester spans from July to December. The second semester extends from January to June including one month of school internship. The semester end exam takes place in June. The third semester spans from July to December most of which includes school internship. At the end of the third semester, the trainees have to undergo final teaching examination along with the theoretical, practical and viva voce examinations. The fourth semester extends from January to June. The students are generally released on the thirtieth of June after the examination. The college exclusively conducts a few cultural and co-curricular activities scheduled through the year which encompass outreach activities, sports, exhibition, picnic, sports, cultural competitions, annual social programme, and celebration of significant national and festive events and so on. However, due to the lock down caused by Covid-19, the July-December, January-June academic schedule has been disrupted and the evaluation usually held in December and June has been rescheduled during this academic session.

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

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the

teaching learning process in not more than 100 - 200 words.

The institution provides knowledge in theoretical foundations of education, and theoretical aspects of pedagogy of school subject teaching. It ensures first hand experience of field work through practicum by arranging field visits. It helps students to attain an extensive experience of school internship by collaborating with schools. It also enables attainment of knowledge and expertise in specific areas for enhancing professional capacities for the trainee teachers. It provides opportunity for ample practice in teaching both in micro-teaching form and integrated classroom teaching form. It helps trainee teachers to acquire skills in public speaking through deliverance of seminars during all semesters. It initiates community outreach activities and develops a positive feeling of community engagement among the trainee teachers. The trainee teachers attain ICT exposure throughout the course and particularly in Semester 4 for teaching and learning. They understand concepts related to inclusive education and expertise in yoga. They also learn creative skills in fine arts and performing arts.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

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

The knowledge in theoretical foundations of education and pedagogy of school subject teaching is assessed through test

examination, and seminar presentations. They learn to prepare Learning Designs and Achievement tests based on the objectives. Students also write assignments and term papers based on theoretical courses. Assessment of practicum activities is done in each paper by the concerned faculty members. The students collect data through field visits and analyse the same to prepare reports. During school internship, trainee teachers are regularly supervised by faculty members and assessed by school mentors, subject teachers, college Principal and external examiner. They also receive guidance from school authorities as respective school subject teachers also observe and comment on their classes. Trainee teachers are groomed on body language and communication skills during micro-teaching practice and school internship. They learn to prepare and use TLM for teaching. Their ICT skills are continually put into use through various academic and cocurricular endeavours. They are trained to organise programmes and act as anchors in them. They are also taught to handle inclusive classrooms and identify differently abled children and their needs. They are taught yoga, pranayama and stress management skills to cope with personal and professional stress and develop healthy lifestyles for enhanced performance.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

48

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

At the onset of the programme, students begin their classes with various learning needs. Through orientation and intensive training over the four semesters, they are taught some specific skills and competencies to become quality teachers. The internal and external assessment of knowledge in theoretical foundations of education and pedagogy of school subjects assess how far the students have been able to strengthen their theoretical foundations on teacher education. Their writing skills are enhanced through writing of various assignments, practicum reports and reflective journals on teaching. Their skills of public speaking are improved through practice in seminar presentations. Their ICT skills are enhanced when they use the same to collect learning resources, present seminars, prepare teaching learning materials and so on. The students learn to collect, organize and analyse data through field based activities and prepare reports on the same. They develop expertise in teaching skills through practice in microteaching and during school internship. They are trained to organise sports and cultural programmes. They learn to set learning objectives and design lesson plans before teaching. They learn to make pedagogical analysis and frame achievement tests based on lesson objectives. These are some of the exclusive skills they learn in general in the teacher education programme.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>



<b>2.8 - Student Satisfaction Survey</b>	
<b>2.8.1 - Online student satisfaction survey regarding teaching learning process</b>	
<a href="https://docs.google.com/spreadsheets/d/1Q2n6K5OHXk0Si2fi jTytOubPMQ6kg1X4qx2vbAk29YM/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1Q2n6K5OHXk0Si2fi jTytOubPMQ6kg1X4qx2vbAk29YM/edit?usp=sharing</a>	
<b>RESEARCH AND OUTREACH ACTIVITIES</b>	
<b>3.1 - Resource Mobilization for Research</b>	
<b>3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year</b>	
0	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</b>	
0	
<b>File Description</b>	<b>Documents</b>
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b>	<b>Three of the above</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b>	One of the above
File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>3.2 - Research Publications</b>	
<b>3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year</b>	
16	

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

05

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

### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

#### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

90

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

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

63

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

63

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

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Several community outreach programs are organized by our college during the academic year. Students participate in a significant science exhibition in conjunction with the Discovery Organization. The college observed Republic Day on the 26th January in each year. The college arranges a fruit distribution at the nearby B.C. Roy Hospital on May 31, and 22nd May, the college hosts the World Anti-Tobacco Day event. The institution plans flag raising ceremonies, memorable days, and national holidays. Cultural events are also posted on the college's YouTube account.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year**

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.4 - Collaboration and Linkages**

**3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

02

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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

One/Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institution has adequate facilities for Teaching- Learning. They are as follows:

#### Classroom:

There are well equipped and ventilated classrooms. There are 08 large classrooms. Spacious, wellventilated with natural light and adequate electrical facilities, the Classrooms are also equipped with well-designed furniture and teaching aids like LCD projectors, white boards, computers with internet connectivity.

#### Library:

The Library aims at fulfilling the information needs of faculty, students, research scholars and support staff with varied sources of information and services. In addition to books and journals, our college library subscribes to many e-journals and e-books from N-LIST consortium. Library maintains its own webpage and provides information like syllabus, old Question papers, New arrivals etc. The entire library collection can be searched by using OPAC.

#### Laboratories:

There are 8 laboratories which include Psychology and Language Lab. ICT Lab has 06 computers.

#### Sports:

The institution has outdoor & indoor games facilities. Spacious and well-equipped outdoor play ground in the campus ensures effective training for players. Indoor sports like badminton, Table Tennis & Chess-Carom.

#### Cultural Activities :

Our College auditorium is 2000 sq ft approximately and can accommodate more than 200 students. During "Vibration Week", cultural competitions like dance, singing, debate, poster making

and painting are held. Winners are felicitated during the annual day function.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="https://www.gcmcollege.in/pages/Activities/ICT-Activities/#">https://www.gcmcollege.in/pages/Activities/ICT-Activities/#</a>
Any other relevant information	<a href="#">View File</a>

**4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**

1023258

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Describe the features of Library Automation in not more than 100 –



200 words.

SOUL is an state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre. The library has been using the software SOUL 2.0 with Enhance Edition . SOUL 2.0 is a fully automated an Integrated Library Management System and also library automation software.

The software has following modules:

1. Acquisition,
2. Cataloging,
3. Circulation,
4. Serial Control
5. OPAC
6. Administration.

Major Features of SOUL are as follows:

- UNICODE based multilingual support for Indian and foreign languages
- Compliant to International Standards such as MARC21, AACR-2, MARCXML
- Compliant to NCIP 2.0 protocol for RFID and other related applications especially for electronic surveillance and self check-out & check-in
- Supports multi-platform for bibliographic database such as My SQL, MS-SQL or any other RDBMS (for SOUL 2.0 only)
- Supports cataloguing of electronic resources such as e-journals, e-books, virtually any type of material
  
- Supports ground-level practical requirements of the libraries such as stock verification, book bank, transaction level enhanced security, etc.
- Highly versatile and user-friendly OPAC with simple and advanced search. OPAC users can export their search results in to PDF, MS Excel, and MARCXML format
- Supports data exchange through ISO-2709 standard

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://www.gcmcollege.in/pages/Library/Library-Handbook/">https://www.gcmcollege.in/pages/Library/Library-Handbook/</a>
Any other relevant information	<a href="#">View File</a>

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

All library electronic resources are accessible remotely by students, faculty and staff via the Library cloud access Server. Library users with valid N-LIST email ID and password may access from on and off campus a variety of Library subscribed resources including e-journals, databases, e-books etc. listed in the Library Catalogue and College Homepage. In order to access the library remotely, user's computer/smartphone/tablet must have an Internet connection.

Library Catalogs are available to all through the Internet. Only current Students, Faculty, and Staff are eligible to access databases and other resources from off-campus. They access through

- Proxy Server: Students, Faculty and Staff may also remotely access online resources via our Proxy Server. If you try to connect to a database, e-book, or other online resource and you are connecting from off campus (not using the RD Gateway or VPN), the proxy server will automatically ask for your ID and password.
  - Advantage: No additional software needs to be installed on your computer.
  - Disadvantage: Works with most, but not all resources. Some resources cannot be accessed via the proxy server. In this case you will need to use the VPN or come to campus.

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

All of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)**

18300.00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2.5 - Per day usage of library by teachers and students during the academic year**

**4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year**

141

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</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="https://www.gcmcollege.in/pages/Library/Library-Handbook/">https://www.gcmcollege.in/pages/Library/Library-Handbook/</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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</b></p> <p><b>Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College</b></p>	<p>Two of the above</p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3 - ICT Infrastructure**

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The College is well established catering to the needs of the students who strive for acquiring skills to meet global demands. Our College is equipped with computers and IT facilities to enhance the teaching-learning process. computers are duly connected with LAN and internet. the lab is fully airconditioned. All the computers have firewall protections, learning licensed

software and anti-virus software. All the computers and servers are protected with UPS for any voltage fluctuations. The generator supports, all the computers and audiovisual systems in classrooms, lecture halls and seminar halls. Teachers use ICT resources, whenever needed.

CCTV cameras are installed in corridors, classroom, library & office etc. College website is developed and maintained by out source developer. During the pandemic, college adopted the online admission process and virtual mode of conducting lectures and Examinations. The admission related works such as admission form, fees payment etc are done using this software.

The College Library has requisite IT facilities to enable its users to consult electronic resources, N-LIST E-Resources and Catalogues such as OPAC. The staff and students have 06 computers at the Library for e-resources and web browsing.

Internet and Intranet connectivity is available without charge at the college campus.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.3.2 - Student – Computer ratio during the academic year

**9:1**

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)  
Opt any one:**

**E. < 50 MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	<a href="#">View File</a>
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant Information	<a href="#">View File</a>

<b>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</b>	<b>One of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.youtube.com/@dr.sairindhreesen1671">https://www.youtube.com/@dr.sairindhreesen1671</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://classroom.google.com/">https://classroom.google.com/</a>
Any other relevant information	<a href="#">View File</a>

#### **4.4 - Maintenance of Campus and Infrastructure**

##### **4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**

**449736**

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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Housekeeping services are outsourced on contract basis and housekeeping staff is available on all days. Computer laboratories are available for practical classes and undertaking projects or assignments. Auditorium is used for seminars and other events.

Library is well-equipped with Antivirus Softwares, SOUL 2.0 from INFLIBNET & broadband connection. Annual Stock verification is done and a report submitted. All can avail of the library during the prescribed timings. NLIST password is provided for easy access to electronic resources.

Use of plastic is banned and there are dry and wet dustbins for waste disposal.

The college is set up a 10 KW Solar Power Plant. Solar panels are cleaned once in a month on regular basis.

Cleaning of water tanks, plumbing, wood work and civil works are undertaken periodically. The College also has an RO water machine and 5 aquagurds for fresh and purified drinking water.

Sweeping of classrooms, staff rooms, principal room, stair cases, corridors, library room, toilets are cleaned daily by the sweepers.

The whole campus is brought under the surveillance by the installation of CCTV camera at various points for protection. The security guards work in shifts for ensuring security and safety.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.gcmcollege.in/pages/Library/Activities/Support-System/">https://www.gcmcollege.in/pages/Library/Activities/Support-System/</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

Five fo the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

Seven/Eight of the above



File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>A. All of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	<b>One of the above</b>

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 5.2 - Student Progression

### 5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
4	50

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.2.2 - Number of student progression to higher education during the academic year

#### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Student council active and proactive role Students councils are a great way for students to take on leadership role, promote the voice of student body, solve problems and impact his her community. Students council promote a sense of responsibility among students, students running for students council are taking on leadership roles on behalf of students body , he or she must then promote and uphold the values of the entire students body. The institute every year elect students council members democratically by students of current batch . the institute ensure students representation in Various e committee: committee and bodies, for example 1). Magazine The committee members are responsible for monthly news letter of institution and annual cultural magazine 2)Cultural committee: The students council of G.C.M COLLEGE has a cultural secretary and others assistants who play an active role in organization various cultural events every

years. 3) sports committee : The sports committee organize various sports events every year. Our college have others various committee 4) Antiee ragging committee, 5) Grievance committee 6 ) class committee , 7) Organization of special events committee . We maintain transparency in all activities by involvement of stake holders like students parents etc. By participating in various committee students get exposure of social and corporate atmosphere . it help us to develop leadership skill team building, decision making it also helps us to generate fresh ideas which influence dynamism in the institutes environment.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.3.2 - Number of sports and cultural events organized at the institution during the year

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Role of alumni association for development of institution: Alumni association play a vital role in fostering industry institute interaction providing valuable opportunities for present students and facilitating the overall development of higher education. Gopal Chandra memorial college of education has registered alumni association having registration no. S/iL/76753 under the society of registration act .alumni association main objective to help former students and development of institution. The higher education institution can enhance the educational experience for their students and create a strong net work of support and advancement. ? One of the primary benefits of alumni association is their ability to bridge the gap between academic and industry. ? Alumni can facilitate internship and placement of present students. ? An alumnus serves as valuable mentors of students and providing guidance and support. ? The mentorship helps students overcome academic obstacle especially field word. ? Networking opportunities within the alumni community can inspire and support students . ? Alumni serve as powerful ambassadors for their alma matters. Their success in the pro professional world reflects positively on institution and can influence its reputation and ranking. ? Alumni also support community outreach and social impact program. ? Alumni also association contribute to the holistic development and sustainability and leveraging.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

#### 5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni association as a supportive system Alumni association act as a an effective support system to the institution .the alumni association of Gopal Chandra memorial college of education provides dedicated support in all activities of the institute ,it has contributed significantly nonfinancial and others during the year. 1. Alumni network can enhance recruiting efforts and boost the districts image in the community. 2. Well inform alumni can be powerful ambassadors for their alma matters in the community. 3. The organization is a natural advocacy group 4. The alumni group develops a sense of community between current and former students and staff. 5. Key communicators from the alumni are a great sounding board for what is going on in different facts of the community. 6. Members help in establishing and evaluating programs in the institution 7. Mentoring current students 8. Giving back to

the alumni 9. Supporting recent graduates as they start their career 10. Attending on campus events to give back to the college community 11. The association provides historical information and helps to make anniversary events more meaningful 12. Alumni association contribute to holistic development and sustainability and leverging ecosystem.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

We envision ourselves as one of the leading institutes of teachers training that imparts quality and value-based education to students. Our constant endeavor is to provide a safe, secure and conducive learning environment to the rural, urban and semi urban areas students' who aspire for higher education.

**Vision:** Our vision is to provide quality education through academic, cultural and physical activities and prepare the talented trainee teachers as responsible and useful citizens for effective participation in all areas of developmental process and Nation building through imparting quality education among the future citizens of our Nation.

**Mission:**

- To develop the institution into a center of academicExcellence.
- To develop cognitively enriched, effectively trained, morally upright, socially committed, and spiritually inspired teachers.
- To provide opportunities to obtain valuable information about teaching techniques and skills.
- To facilitate Human Resource Development in the field of

- Education and Research.
- To create a strong affinity towards the national values.
- To equip the teachers with the skills and information to

create an eco-friendly atmosphere in educational institutions.

- To lay stress on self-learning and individual development.
- To give special emphasis on the four icons-learning to learn,  
learning to do, learning to be and learning to become.

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</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 File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The institute was established by 'Sikshartha Samaj' New Barrackpur in the year 1967, on 2nd July in memory of Late Gopal Chandra Majumder (an eminent teacher of that period ). The Institute always emphasizes on decentralization and participative management and takes the following steps for the said purpose. In decision making process every members of this college to express their views and those suggestions are well taken for the progress of the college. The Ways in which all teachers participate in the Management Process: The Principal oversees the Teaching Plans of his faculty members. Teachers have right to make adjustments in the routine. They can decides on the nature, pattern and duration of special and remedial classes for the students of their department.



The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and in forms its functioning at every level. They have liberty to introduce creative and innovative measures for the benefit of their students.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institution makes every possible effort to maintain transparency at financial, academic, administrative and other levels. a) Financial Transparency - Financial transparency is maintained by conducting the statutory financial audit done by the state Government approved Auditor at the end of each financial year. b) Academic Transparency- It takes place at both curricular and cocurricular level. All curricular activities are incorporated in accordance with the academic calendar designed by the university. The practice teaching and school internship is organised in consultation with the headmasters/headmistresses of the concerned schools. Before deputing trainees to various schools their preference (based on medium of instruction) for schools are sought and addressed accordingly. c) Administrative Transparency - The college Governing Body (GB) consists of Principal, 2 Govt. nominees, 2 university nominees, 3 teacher representatives, 1 NTS and 1 student representative. The President is unanimously selected or elected. As per the Government recommendations the substantive posts are filled up. Various sub committees function. All plannings, decisions, tentative expenditure etc. are done democratically following the government. rules and communicated to concerned stakeholders.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The Institutional Perspective Plan is aligned with the institution's vision and mission as an ongoing driver to improve academic quality policies and strategies. It is effectively deployed to focus on bringing quality improvements in the areas of: Research, Collaboration and Extension Activities Academic infrastructural facilities Student Support Activities and Student Progression Institutional Values and Best Practices Curricular Planning and Implementation Teaching- Learning Processes Governance, Leadership and Management at the beginning of the academic year, various bodies and committees that represent the Organogram of the institution, chalk out the strategic plan of events and activities which will support the growth and development in these key areas and at the end of the year, a review is taken about implementation and the outcomes of the perspective plans.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://www.gcmcollege.in/pages/NAAC/Academic-Calendar/">https://www.gcmcollege.in/pages/NAAC/Academic-Calendar/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The Organizational Structure of the College consists of the Management, Governing body, the Principal, the teaching staff, the non-teaching staff and the students. College (1) Governing body is the policy making body and the decisions taken on the GB meeting are implemented through different (2) Sub committees formed for different purposes. Our Governing Body is constituted of past & present teachers of different colleges & schools having experience in institution development for a long period of time. In the Governing body, there are two Govt. nominees, two university nominees, three teacher nominees, one non-teaching staff nominees and one student representative as per State Govt. rules. State

Govt. also select and send the name of an eminent personality as the President of the GB. Principal of the institute act as the exofficio Secretary of the GB. Meeting of the Governing body is held more than four times in a year to discuss and resolve various issues of the college. Our faculty members actively participate in various curricular and co-curricular activities. There is a Teacher's Council. All the teachers (Full time, Part time, CWTT) & librarian are its members. There are various sub-committees like -Academic sub-committee, Cultural sub-committee and Finance subcommittee etc.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.gcmcollege.in/pages/About-Us/Organogram/">https://www.gcmcollege.in/pages/About-Us/Organogram/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Various bodies like the college Governing Body, Teachers' council and IQAC function through their pre-scheduled and properly

notified meetings and implement the resolutions taken in the meetings. The IQAC plan of actions set at the beginning of the session is implemented in due course of time. All bodies, committees, and cells are always effective from every aspect. All these above committees always take part in different activities from time to time. Meeting resolutions for the implementation of the different initiatives are documented in the proper administrative way. All bodies are so cooperative to everyone that all the activities are done through a cooperative approach. Our HOI is so cooperative that helps to implement all the program initiatives. The institution is our first priority, we always engage through the developmental process of our institutions.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Gopal Chandra Memorial College of Education trusts the contribution of the employee towards the overall development and progress of the college. The college offers worthwhile welfare schemes to all the teaching and non-teaching staff to ensure and boost their work culture and efficiency. The female teachers get maternity leave as per the govt. rules. Employment on died in harness for non-teaching staff, employee retirement benefits, pension gratuity, leave encashment etc are provided to the employees. Festival advance, loan in advance for newly appointed staff is also provided. The teaching and non-teaching staff avail promotional benefit. Purified drinking water facility, multi gym and recreation room are also provided the college. The college has recently formed an internal complaint cell to prevent any type of harassment to any of the employees in the college. These are few of the schemes which are initiated as part of our welfare measures.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Every teaching staff at the institution has a service book kept up to date. Every faculty updated and maintained on a regular basis. The self-assessment cum performance tool was developed by the West Bengal government. Forms for teacher evaluations that strictly follow the API Criteria-based PBAS outlined in the recently adopted UGC Regulations. Teachers' career advancement plans are implemented in accordance with this approach. Teachers are in charge of maintaining the self-assessment forms. IQAC examines this evaluation system closely. For an institution to run effectively, the non-teaching staff's performance rating system is just as crucial. The college's governing body examines the work and takes into account the experiences of the non-teaching staff members throughout a restricted period of time.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Both the Principal and the Finance Subcommittee execute their duties in compliance with the policies issued by the relevant authority, which is the West Bengal Government. The Accounts Department is in charge of the Treasury and Bank activity. Every year, the GB formally determines and approves the Budgetprovisions. The protocol set by the West Bengal government was followed in order to make the expenditure as transparent and cost-effective as possible. The revenue and expenses of the organization are routinely audited. The Principal, who also serves as the Governing Body's secretary, is the Drawing and Disbursing Officer (DDO). The Principal and the President of the Governing Body, or another authorized member, sign the check mechanism used to cover the expenses.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

0



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

**Mobilisation of Fund** The institution makes an attempt to mobilise resources in order to strengthen the academic process and infrastructure development. Fees from trainee teachers, funding for research projects, grants from the UGC, grants from the State Government, donations from alumni and other philanthropic persons (if found), interest from fixed deposit, and endowment funds are all sources of income for the institution. Optimal utilization of Fund Every year, the institution determines the annual financial needs for maintaining existing academic processes, maintaining physical infrastructure, upgrading laboratory facilities, and strengthening the information and knowledge delivery system, and submits this information to the West Bengal government and the University Grants Commission with proper justification and consideration. Tendering/e-tendering is used to make larger acquisitions in an open and transparent manner. Income and expenditure are audited by internally. The Annual Audit Report, as well as the Utilization Certificate, are also forwarded to the appropriate authorities for their review and action.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC cell of the college conducts meetings from time to time to plan new activities for qualitative development of the college. It also organizes extension lectures and seminars for the benefit of the students and teachers. The IQAC distributes responsibilities among faculty members and looks into their yearly appraisal. It sets the basic parameters for conducting the teaching learning programs and evaluation strategies. It conducts academic and administrative audits every year. It initiates feedback mechanisms from students and suggestions from students and teachers to work upon quality enhancement of the institution.

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

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

Through the IQAC the progress register of faculty members for regular curriculum transactions and also conducts annual academic audits. It initiates extension lectures and ensures that not only the students but also the faculty members have qualitative enhancement through participation in various short term and faculty development programs, orientation and refresher courses, workshops subject to approval of the Governing Body of the college. It conducts meetings from time to time with faculty members to receive feedback, suggestions and plan innovative strategies to evaluate the ongoing operations and ensure continual qualitative improvement in teaching learning transactions.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://gcmcollege.in/pages/NAAC/Minutes-of-IQAC/">https://gcmcollege.in/pages/NAAC/Minutes-of-IQAC/</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://gcmcollege.in/pages/NAAC/AQAR/">https://gcmcollege.in/pages/NAAC/AQAR/</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<a href="#">View File</a>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Our institutions keeps track of the incremental improvements achieved in academic and administrative domains. Both academic and administrative, a major changes happens from the previous cycle to the present ongoing preparation of upcoming cycle. First come to the point of academic developmental part. Actually there is a paradigm shift of teaching approaches from previous to present system. Teaching through constructivist approach implementation along with ICT based teaching with well-equipped smart classroom. Teaching strength changes from 2 to 7 fulltime teachers along with 2 SACT teachers. Now come to the point of administrative changes. Huge changes occur in administrative parts. From our previous NAAC accreditation, we got approx 2 crore funding. By utilizing that amount institutionhas enriched language lab, ICT lab, smart classroom, biometric system, completely new solar panel. Total infrastructural development floor tiles and marbels AC, new well equipped auditorium along with completelyunder CCTV surveillance.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

**Solar Panel Energy System:** The institution uses this alternative energy source the most frequently. It is entirely renewable, and the money spent on installation can be recovered through lower electricity prices. The erected rooftop solar power plant will supply most of the institute's energy needs. Every room in the institution had LED lighting. The majority of the alleged energy-efficient LED lighting systems were installed in the classrooms, laboratories, administrative buildings, computer rooms, libraries, seminar halls, and staff rooms. LED bulbs are being used to reduce the power consumption of the lighting system. Energy efficient electronic gadgets like 5-star rated air conditioners are used and maintained regularly to achieve energy conservation. When leaving a classroom, the institute advises staff and students to turn off the lights and unplug projectors, computers, and smart boards.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Gopal Chandra Memorial College of Education realizes sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. There have separate dustbins for biodegradable and non-biodegradable waste which are used by the staff and students in our college. These wastes are transferred by the local

municipality. The college follows E-waste (management) Rules 2016 and amendment thereafter for maintaining pollution free college environment. Our college is certified for the ethical collection and channelization for recycling of 510.47 kgs of E-waste.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</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**

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing

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

A sweeper comes daily to clean our college. He performs routine cleaning, mopping the floors, and keeping the restrooms clean and germ-free. All employees and students are able to wash their hands and mouths according to the institute's sufficient amount of water, soap, and hand wash. The staff and students at our college use separate containers for biodegradable and non-biodegradable waste. When they enter the college, all employees and students use alcohol-based hand sanitizers. The college's security guy is watching it. The institute, which provides a pollution-free, healthy atmosphere, has a roof-top solar power plant set up and it will supply the majority of the energy needs.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary**

**component during the year (INR in Lakhs)****0.07435**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

India is a country of multi ethnic culture where people belonging to religious, racial, cultural and lingual identities live together harmoniously. So to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students. Keeping this view in mind, Gopal Chandra Memorial College of Education is particularly concerned about providing an inclusive environment. As per directed by the government, the college has specific seats reserved for the differently-abled candidates. Students from socio-economically disadvantaged background get the provision of receiving concession of fees subject to the approval of the college Governing Body. The faculty members teach bilingually and the university allows students to write manuscripts in exams in three languages as per choice. The varieties of cultural programmes in the college celebrate the socio-cultural diversity of the nation.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor**

**A. All of the above**

**adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)  
Describe any two best practices successfully implemented by the institution as per NAAC format

### Best Practice-1

**Title: Use of Solar Power in College**

#### Objectives:

To investigate and develop renewable energy sources in the state in order to satisfy future electricity demand.

#### The Context:

The earth's climate and weather are influenced by solar energy in order to support life. We must properly utilise its enormous potential for us.

#### The Practice:



The key to energy conservation on campus is minimal energy consumption.

Evidence of Success:

The installation of the solar system has significantly reduced the cost of electricity.

Problems Encountered:

It can be used during the daytime when there is abundant sunlight obtainable.

Best Practice-2

Title: Empowering students for holistic development

Objectives:

To improve academic, physical, cultural and mental development of the students.

The Context:

Changing dynamics looks not only for the academic excellence but also expects the right blend of skills.

The Practice:

Co-curricular and Extra-Curricular committee strives to envision its activities in tune with its objectives.

Evidence of Success:

Satisfied learning experience, greater self-confidence and better competitive and team spirit in students.

Problems Encountered and Resources Required:

It is difficult to carry out the programmes as intended due to the academic calendar's strict schedule. Some activities require a bigger financial investment.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

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

Gopal Chandra Memorial College of Education recognises its privileged position as a top institution of higher learning and consistently works to uphold its social obligation to the underprivileged. Being the cause of someone else's happiness is a wonderful experience and a fantastic accomplishment for you. The administration of the college, the faculty, and the students are of the opinion that true empowerment comes from fostering persistent forms of liberation through the creation of long-lasting opportunities.

Name of the event: Distribution of fruits to hospital patients

Vision: The vision of the event is to help hospital patients, to build up values among students, to increase the cooperative mentality of students by helping needy people.

Place of event: BC Roy General Hospital and Maternity, New Barrackpore. It is placed 2 km away from our college.

Particulars of the event: On January 26, India's Republic Day, college students and instructors provide fruits (such as apples, bananas, and oranges) to patients at the BC Roy General Hospital and Maternity in New Barrackpore. This kind of outreach initiative benefits the students by giving them a strong academic foundation as well as by fostering their self-confidence, leadership skills, and civic responsibility.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

