



YEARLY STATUS REPORT - 2021-2022

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 **The West Bengal University Of Teachers' Training, Education Planning And Administration, Kolkata**
- Name of the IQAC Co-ordinator/Director **Dr. Paramita Bandyopadhyay (Das)**
- Phone No. **03325672826**
- Alternate phone No.(IQAC) **9123385564**
- Mobile (IQAC) **9051944172**
- IQAC e-mail address **iqacgcmcollege@gmail.com**
- Alternate e-mail address (IQAC) **paromitabandoll@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) **<https://www.gcmcollege.in/naac/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/naac/academic-calendar/>**

5.Accreditation Details

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

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
NIL	NIL	NIL	Nil	NIL

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 encouraged all the faculty members to organize student week successfully through online mode. 2. IQAC encouraged 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 encouraged faculty members and students to organized innovative science exhibition collaboration with other educational organization.

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 Succssful
Community Outreach	Totally Successful
Development of Values	Totally Successful
Science Exhibition collaboration with other educational organization	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)
IQAC	11/01/2022

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	GOPAL CHANDRA MEMORIAL COLLEGE OF EDUCATION
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• State/UT	West Bengal
• Pin Code	700131
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• 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	The West Bengal University Of Teachers' Training, Education Planning And Administration, Kolkata				
• Name of the IQAC Co-ordinator/Director	Dr. Paramita Bandyopadhyay (Das)				
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• Mobile (IQAC)	9051944172				
• IQAC e-mail address	iqacgcmcollege@gmail.com				
• Alternate e-mail address (IQAC)	paromitabando11@gmail.com				
3.Website address	https://www.gcmcollege.in				
• Web-link of the AQAR: (Previous Academic Year)	https://www.gcmcollege.in/naac/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/naac/academic-calendar/				
5.Accreditation Details					
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
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	
NIL	NIL	NIL	Nil	NIL	
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NAAC guidelines		
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- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	11/01/2022

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 competence 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 WBUTTEPA. 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 intersdisciplinary approach among our students. Our institution organises different kind 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.

16.Academic bank of credits (ABC):

Not yet introduced

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 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)

Nil

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:

Nil

Extended Profile

2.Student

2.1

98

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2

50

Number of seats sanctioned during the year

File Description

Documents

Data Template

[View File](#)

2.3

24

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description

Documents

Data Template

[View File](#)

2.4

49

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	49
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	49
File Description	Documents
Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	16.61
4.2 Total number of computers on campus for academic purposes	20
5. Teacher	
5.1 Number of full-time teachers during the year:	9
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	9
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. 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

Our college is a B.Ed. college under West Bengal University of Education Planning and Administration. There has no scope to formulate new curriculum or revising curriculum, institution follow the prescribed curriculum of WBUTTEPA. But institutional head and faculty members of the institution always involve in executing the curriculum in innovative ways. Teachers always try to use p.p.t during teaching learning in classroom. Except scholastic activities in college, students and faculty members often involve in community activities. Students celebrate anti-tobacco day, yoga day for awareness purposes and tries to give message sustainable societies

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	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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

E. Any 1 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.gcmcollege.in/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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**

4

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

Two of the above

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

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	View File

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 main aim of education is making human into human resource. Education helps to develop the different cognitive, effective and psycho-motor domain. There are various practices in B.Ed. curriculum that propagates knowledge, skills, values and attitudes. Micro teaching, simulated teaching, practicing teaching helps to develop different skills and values and attitudes. There are various programme arranged in classroom that helps to develop values and attitudes of the learners. Apart from these, students also participated in different activities like Annual exhibition, republic day, netaji birthday, agomoni utsav, teachers day, sarasawati pujo, basanta utsav, anti tobacco day and yoga day etc.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Diversity is the law of nature. Diversities can be classified in various manner or parameters. Diversities are found based on gender, socio-economic perspective, location of schools etc. during teaching learning teachers is engaged to transfer the concept unity in diversity. There are various types of diversity found in school system. Location, medium, affiliated board, nature of school are few parameter of diversities. During internship time period students directly know the different kinds of diversities found in school system. They are also acquainted with th education in various state boards of education through theoretical lectures under the paper - Knowledge and curriculum. Further, students visit different schools for field based activities and for internship. Through first hand experience of diverse schools, students learn about their norms and standards as well as the functional differences among them.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

B.Ed. curriculum is well balanced curriculum with scholastic and co-scholastic activities. Student-teachers come to know various academic as well as co-curricular activities during teacher education programme. During this time period students involve in various theoretical and practical activities. As a result students gather hands on experience. Students come to know about critical thinking, creative thinking, collaboration, cooperation etc. co-

curricular activities helps students to develop leadership qualities. Internship time period helps students to acquire the hands on experiences. Overall during the all teacher education programme students learn a lot of activities and skills that helps them in professional world.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

26

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

26

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

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

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	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour

Four/Three 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	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	View File

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	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

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	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

50

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

2.3.4 - ICT support is used by students in

Two of the above

various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://classroom.google.com/u/0/c/NDA2MzMzNjM5MTc2
Any other relevant information	View File

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

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 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	View File
Any other relevant information	View File

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

Two of the above

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

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	View File
Any other relevant information	View File

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	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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 Visualising differential learning activities

Eight /Nine of the above

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

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written

Three of the above

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	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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

Three of the above

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	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

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

50

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

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

Four 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)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

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

Five of the above

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

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	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

4

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

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

81

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

81

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

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 co-curriculum 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	View File
Any other relevant information	View File

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

Four of the above

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

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	View File
Any other relevant information	View File

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.

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	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

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

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 co-curricular 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	View File
Any other relevant information	View File

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	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/spreadsheets/d/1Vl9ENrOzeY4k4eFisFKCnYK4JG7W6jKgIdP1C4ykcQE/edit?usp=share_link

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

12

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

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

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	View File

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

3

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

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

125

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

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	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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.

Our college has organizes several community outreach activities on the academic session. Students also take part an important Science Exhibition with the collaboration with Discovery Organization. College celebrated 26 th Republic day, on this day every year college organizes fruit distribution at the local B.C. Roy Hospital. College also organizes World Anti Tobacco Day dated on 31.05.22. The college organizes flag hoisting and celebration of national festivals and commemorative days and cultural programmes are uploaded on the you tubechannel of the college.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Phychology and Language Lab. ICT Lab has 07 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 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	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

01 Classroom

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.gcmcollege.in/
Any other relevant information	No File Uploaded

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

1.29599

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

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	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

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	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

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

0.03905

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

4 & 15

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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
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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

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, Intranet and Wi-Fi 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	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

7:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

E. < 50 MBPS

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	
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

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)

5.20355

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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	Nil
Any other relevant information	No File Uploaded

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

Three of the above

assessment of learning	
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File
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	Five/Six of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
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	A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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)

Two of the above

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

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	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

0

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

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

1

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

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

A Student Council is a group of elected and volunteer students working together with an adult advisor within the framework of a constitution or bylaws to provide a means for student expression and assistance in school affairs and activities, give opportunities for student experience in leadership and encourage student / faculty / community relations.

Student councils work to:

? PROMOTE CITIZENSHIP

? PROMOTE SCHOLARSHIP

? PROMOTE LEADERSHIP

? PROMOTE HUMAN RELATIONS

? PROMOTE CULTURAL VALUES

FUNCTIONS

? To initiate, implement, and complete projects and activities which will be of help to the school, the students, the faculty, the administration, the Board of Trustees and the community.

? To develop and provide opportunities for leadership and service in the local school and in the community.

? To encourage personal growth of leaders through participation in district, state and national meetings and organisations.

? To promote respect for law and order and the general welfare of the school and community.

? To provide a viable means for student expression and an increasing amount of self-direction.

? To improve understanding between and within groups through interaction and communications.

? To develop student potential and encourage a well-informed, honest, interested and active citizenship.

? To increase student involvement and school pride.

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

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

5

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

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

GOPAL CHANDRA MEMORIAL COLLEGE OF EDUCATION has a registered alumni association having registration no. S/1L/76753 under the society Registration Act.

Alumni association main objective is to help former students find job opportunities and improve their chances of landing a job for

expanding a graduate's professional network. Career counseling, seminars, webinars, and networking events may provide helpful information about the job market.

Access to College Resources Post Graduation :

In addition to career services, alumni associations may provide various resources to help former students post-graduation and research work. This might include access to library materials, extensive journal and periodical databases, and even educational amenities on campus, such as certain labs and equipment. Alumni can use college library, Computer Lab, Digital Resources and Infrastructure for their competitive examination preparation free of cost.

Contact with Classmates :

Being able to contact with former classmates can be another benefit to belonging to an alumni association. Whether this leads to a career opportunity or is simply a chance to catch up with old friends and acquaintances, graduates will benefit from alumni directories and online social media groups that keep the lines of communication open well after the caps and gowns have been removed.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

**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	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

0

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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 acts as 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 through non financial and others during the year.

1. Alumni network can enhance recruiting efforts and boots the image in the community.
2. Well informed alumni can be powerful ambassadors for their alma maters in the civic and other community.
3. The association provides historical information and helps to make anniversary events more meaningful

4. The group develops a sense of community between current and former students and staff.

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

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.

Response: 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 centre of academic excellence.

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	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 'Siksharthi 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.
- They often takes the lead in planning seminars, workshops, career counseling sessions, remedial measures,

Inter departmental or/and inter-college exercises, departmental excursions and study tours.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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 co-curricular 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	View File
Any other relevant information	View File

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	https://www.gcmcollege.in/pages/NAAC/Academic-Calendar/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 ex-officio

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	https://www.gcmcollege.in/pages/About-Us/Organogram/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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.

The college authorities maintain a service book for every teaching faculty which is regularly maintained and updated. The government of West Bengal has devised the self- assessment cum performance appraisal forms for teachers in strict adherence to the API Criteria based PBAS prescribed in the new UGC Regulations. The career advancement scheme of teachers is done following this system. Self appraisal sheets are maintained by the teachers. This evaluation system is scrutinized by IQAC. The performance appraisal system of the non-teaching staff is equally important for the efficient running of an institution. The Governing Body of the college scrutinizes the work and considers experiences for some limited years of the non teaching staff.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

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

The Finance Subcommittee and the Principal all carry out their responsibilities in accordance with the policies set forth by the authority, i.e., the West Bengal Government. The Treasury and Bank work is handled by the Accounts Department. The GB formally identifies and approves the Budget provisions every year. The expenditure was made in the most cost-effective and transparent manner possible, following the protocol established by the West Bengal government. The institution's income and expenditures are audited on a regular basis. The Drawing and Disbursing Officer is the Principal, who is also the Secretary of the Governing Body (DDO). The expenditures are made through a check mechanism signed by the President of the Governing Body or an authorized member of the Governing Body, as well as the Principal. The Finance Subcommittee and the Principal conduct a monthly internal audit. They keep track of the money they collect from students and the government funding they receive. Bank statements and vouchers are used to keep track of the cashbook. Comments and ideas from the auditing body are immediately presented to the Governing Body for correction, and preventative measures are made to prevent future errors.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

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	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

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	View File
Any other relevant information	View File

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

5

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	View File

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

Four of the above

quality initiatives with other institution(s)
Participation in NIRF

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://www.gcmcollege.in/pages/NAAC/Minutes-of-IQAC/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gcmcollege.in/pages/NAAC/AQAR/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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 class 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 completely under CCTV surveillance.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Energy System: This is the most commonly used source of alternative energy by the institution. It is completely renewable and the cost expended on installation can be made back through energy bill savings. Roof Top Solar Power Plant is installed and it will meet most of the power demand by the institute. LED bulbs were used for every rooms of the institution. Majority of the class rooms, laboratories, administrative blocks, computer rooms, libraries, seminar halls and staff rooms were provided with LED lighting system which are supposed to be the energy efficient. Now, the power consumption through lighting system is met by LED bulbs. Energy efficient electronic gadgets like 5 STAR rated air conditioners are used and maintained regularly to achieve energy conservation. The institute encourages staffs and students to do switching the lights off when they leave the classrooms, unplugging projectors, computers and smart boards after the use.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

We 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. 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	View File
Any other relevant information	View File

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	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

None of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

Our college is cleaned daily by sweeper. He clean regularly floor mopping and Keep toilets spotless and germ-free. The institute provides enough water; soap and hand wash so that all staffs and Students use to clean their hands and mouth. We have separate dustbins for biodegradable and non-biodegradable waste which are used by the staff and students in our college. All staffs and students use to alcohol-based hand sanitizers when they enter into the college. It is observed by the guard man in the college. Roof Top Solar Power Plant is installed and it will meet most of the power demand by the institute which provides a pollution free healthy environment.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

One of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

1.031

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

The college 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	View File
Any other relevant information	View File

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 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

D. Any 1 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

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: Use of Solar Power in College

Objectives:

To explore and develop renewable energy resources in the state so as to meet the electricity demand in future

The Context:

Solar energy influences the climate of the earth and weather to sustain life. It has great potential which we must use to our advantage fully.

The Practice:

Minimal consumption of energy is the saving factor of energy conservation in the campus.

Evidence of Success:

Installation of the solar station has helped in cutting down the electricity bill to a great extent.

Problems Encountered:

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

Best Practice-2: News Paper Reading Everyday at College**Objectives:**

To get up-to-date with educational news, sports news, general knowledge, etc.

The Context:

By reading newspaper on a daily basis, you're better equipped to form opinions on things that are currently happening.

The Practice:

At the time of prayer in college, various news such as educational news, sports, etc. are serviced by students.

Evidence of Success:

They possesses knowledge about different topics, he/she show the ability to speak without hesitation in front of others.

Problems Encountered:

It is difficult to cover all the news.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Institutional Distinctiveness (Academic Session: 2021-2022)

Gopal Chandra Memorial College of Education makes consistent efforts in fulfilling its social responsibility. Every year, the

World Health Organisation honours governments, organisations and individuals for their efforts and contributions to curbing tobacco use. Tobacco consumption can lead to lung cancer. The college authorities, staff and students believe that tobacco consumption is one of the factors that hamper the efforts to achieve the UN-adopted sustainable development agenda by 2030.

Name of the event: World Anti-Tobacco Awareness Programme

Vision: The vision of the event is to educate people about the health implications of tobacco consumption. It helps to reduce the worldwide diseases and deaths caused by tobacco consumption

Place of event: World Anti-Tobacco Awareness Programme was organized by Gopal Chandra Memorial College of Education on 31st May, 2022 at New Barrackpore in Kolkata-700131.

Particulars of the event: All students and teachers of the college campaigned to raise awareness of the deadly and harmful tobacco use and negative health effects of second-hand smoke exposure, and to prevent the use of tobacco. This type of outreach program is beneficial to reduce tobacco consumption needs and achieving the Sustainable Development Goals, related to health and the environment.

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