YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	**RAMAKRISHNA MISSION BRAHMANANDA COLLEGE OF EDUCATION**
• Name of the Head of the institution	**Swami Nirishananda**
• Designation	**Principal (Actg.)**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**03325682021**
• Mobile No:	**9163110245**
• Registered e-mail ID (Principal)	**rkmbcrahara@gmail.com**
• Alternate Email ID	**official@rkmbcrahara.org**
• Address	**Rahara, Kolkata, West Bengal, India**
• City/Town	**Kolkata**
• State/UT	**West Bengal**
• Pin Code	**700118**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Men**

• Location	**Semi-Urban**
• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**Baba Saheb Ambedkar Education University (BSAEU) [Erstwhile WBUTTEPA]**
• Name of the IQAC Co-ordinator/Director	**Dr. Malayendu Dinda**
• Phone No.	**03325682021**
• Alternate phone No.(IQAC)	**8777390064**
• Mobile (IQAC)	**8777390064**
• IQAC e-mail address	**rkmbcrahara@gmail.com**
• Alternate e-mail address (IQAC)	**dinda.malayendu@gmail.com**
3.Website address	https://rkmbcrahara.org
• Web-link of the AQAR: (Previous Academic Year)	https://rkmbcrahara.org/upload/ckeditor_docs/files/AQAR%202022-23%20(Resubmitted).pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://rkmbcrahara.org/upload/ckeditor_docs/files/2023-24%20Academic%20Calender%202023-24.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.89**	**2015**	**03/03/2015**	**02/03/2020**

6.Date of Establishment of IQAC	**17/10/2012**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
RKM Brahmananda College of Education	Purchase of Books	Govt of West Bengal, Department of Higher Education	27/07/2023	54786
RKM Brahmananda College of Education	Construction of roofing shed over the existing roof of the Hostel Building	Govt of West Bengal, Department of Higher Education	26/07/2023	2998051
RKM Brahmananda College of Education	Procurement of furniture from WBSIDCL.	Govt of West Bengal, Department of Higher Education	05/12/2023	2907744

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?	Nil	
• (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)

`It has made arrangement for special lectures and seminars.`

`It has invited application for promotion of teachers under CAS (Career Advancement Scheme).`

`It has organised seminars.`

`It has taken some green initiatives in the college premises.`

`It has initiated educational tours.`

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
`vi. To initiate changes in strategies for curriculum transaction.`	`Some necessary changes were made in the process of curriculum transaction.n`
`To initiate educational excursion.`	`Educational excursion has been initiated by the college.`
`To collect students' feedback through online mode.`	`Students' feedback has been collected accordingly.`
`To analyse the feedback and plan accordingly.`	`Students feedback has been analyzed for taking appropriate measures.`
`To invite application for promotion of teachers under CAS.`	`Testimonials and papers related promotion under CAS were verified.`
`To adopt some green initiatives within the college premises.`	`Some green initiatives within the college premises have been adopted.`

13.Whether the AQAR was placed before statutory body?	`No`

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
`Nil`	`Nil`

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	06/02/2024

15. Multidisciplinary / interdisciplinary

Ramakrishna Mission Brahmananda College of Education is a teacher training institute. Its B.Ed. programme is offered through an interdisciplinary approach that focuses on the relationship of education with various pedagogical subjects. In this institution, all the pedagogical subjects like Life Science, Physical science, English, Geography, History, Mathematics, Education and Bengali are linked with education. The course is offered at three different levels. (i.) Perspective courses: Contemporary Indian Education, Understanding the Learner, Sociological Perspectives in Education, Psychology of Teaching and Learning, Gender, School and Society, Knowledge and Curriculum (ii.) Curriculum of Pedagogical Subjects: Understanding Disciplines and Subjects, Assessment for Learning, (iii.) Enhancing Professional Capabilities: Information and Communication Technology, Environmental & Population Education, Peace and Value Education. All the pedagogical subjects are interrelated with education that emphasises the interdisciplinary approach adopted in this institution.

16. Academic bank of credits (ABC):

B.Ed. programme comprises four semesters over a period of two academic years. Every academic year comprises two semesters with 5 papers per each semester consisting of 30 credits totally to 120 credits for the full course. Hence the academic bank credits consist of the following number of credits per semester. 120 credits = 2400 marks (1 credit = 20 marks). The credits earned by every student is stored and shared in the Digilocker exclusively created for the students in the institution. The College will adapt the curriculum as per the local needs and it will be periodically modified in compliance with the stakeholders' feedbacks. According to the importance of each component in achieving the course learning outcomes (CLO), credits have been assigned to each programme of the college. As per their needs and interests, students will be allowed to choose the elective courses. We will try to include value added course in the curriculum, if circumstances are favourable.

17. Skill development:

B.Ed. programme comprises four semesters over a period of two academic years. Every academic year comprises two semesters with 5

papers per each semester consisting of 30 credits totally to 120 credits for the full course. Hence the academic bank credits consist of the following number of credits per semester. 120 credits = 2400 marks (1 credit = 20 marks). The credits earned by every student is stored and shared in the Digilocker exclusively created for the students in the institution. The College will adapt the curriculum as per the local needs and it will be periodically modified in compliance with the stakeholders' feedbacks. According to the importance of each component in achieving the course learning outcomes (CLO), credits have been assigned to each programme of the college. As per their needs and interests, students will be allowed to choose the elective courses. We will try to include value added course in the curriculum, if circumstances are favourable.

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

National Education Policy-2020 emphasizes that "the promotion of Indian arts and culture is important not only for the nation but also for the individual" and stresses "that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education." We endeavour to instill Indian Value system in future teachers of India. A spirit of Indianness is infused among the trainees through multiple activities like guest lecturership, invited speeches, seminars, community engagement activities, cultural programmes in addition to their normal curricular transactions.

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

Ramakrishna Mission Brahmananda College of Education adheres to syllabi framed with Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) in line with the mission, vision statements. The outcomes under focus are clearly realised through every unit and co-curricular activities. This institution emphasizes outcome based education by strengthening the curricular frame work which focuses on the development of the skills and knowledge. Demonstration classes, microteaching sessions, practical activities are organised based on various themes according to their curriculum. Psychological tools like paper-pencil test, interaction analysis, citizenship training camp,seminars and group discussion in the classroom, ICT enabled practice sessions, Social service programmes enhance the allround development of students which helps them apply these skills in their classroom or real-life context. Involvement in various club activities promotes the humanity and social participation. The experiences gained through these programmes help the students develop a good positive attitude towards their

profession.

20.Distance education/online education:

The members of the faculty participate in professional development programs. The faculty members and some students constantly update their knowledge by enrolling in distance education and online education programs offered by the government portals like MOOC, SWAYAM, and state and central universities like NSOU and IGNOU. Our college encourages teachers to participate in orientation and refresher courses, workshops, and seminars at state, national and international levels. The registration fee and travel expenses are paid by the college. Onduty permission is accorded to the members of the faculty to attend orientation, refresher courses, and short-term courses in their respective subjects, educational technology, research methodology, and value Education. Enrolment in professional organizations/membership in various associations is encouraged by our college. Our qualified faculties will develop Google Classroom for each course. Google Classroom is used to save and share materials from Google Drive that are appropriate for each course. Google Meet serves as the venue for the classes through online platform. We will emphasise on using a hybrid mode for providing curricular and co-curricular activities.

Extended Profile

1.Student

2.1   **88**

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   **23**

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

File Description	Documents
Data Template	[View File](#)

2.4   **41**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	[View File](#)

2.5Number of graduating students during the year   **41**

File Description	Documents
Data Template	[View File](#)

2.6   **43**

Number of students enrolled during the year

File Description	Documents
Data Template	[View File](#)

2.Institution

4.1   **12.69**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2   **87**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **12**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1	88
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	23
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	41
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	41

File Description	Documents
Data Template	View File

2.6	43
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**12.69**
4.2 Total number of computers on campus for academic purposes	**87**

3.Teacher

5.1 Number of full-time teachers during the year:	**12**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**14**

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 has a regular in-house practice of reviewing curriculum and adapting it to our situation. As a constituent college affiliated to Baba Saheb Ambedkar Education University (BSAEU) [Erstwhile West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTEPA)],we have to follow the semester-wise curriculum/syllabus framed by the University Board of Studies and that too is based on the NCTE Regulations, 2014. The academic calendar is provided by the

University outlining the important stages in the curriculum transaction for B.Ed. Programme. The curriculum strictly follows NCTE guidelines. Even within this limited scope our college maintains its own curriculum and academic calendar by re-arranging and re-ordering the segments of some items/topics after discussion in the academic council meeting and approval of the Principal of the college. The reviewing of the curriculum is done keeping in mind the needs of the students and local requirements coupled with the institute's proclaimed vision and mission.

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	No File Uploaded
Any other relevant information	No File Uploaded

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	C. Any 3 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	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

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	B. Any 3 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://rkmbcrahara.org/cms.php?cId=36
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	No File Uploaded
Any other relevant information	No File Uploaded

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

8

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	No File Uploaded
Any other relevant information	No File Uploaded

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	**One 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	**No File Uploaded**
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

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 B.Ed. curriculum for is transacted through regular classes, seminars, group learning activities, and assignments which help them to develop professional ethics, critical thinking, cooperative learning, negotiation through constructive dialogues and above all, a sense of concern and love for the students. Induction programme is arranged for the newly-admitted students to give them a fundamental and over-all understanding of the field of teacher education. ICT is incorporated into daily classroom teaching for developing digital literacy among the students. Practicum components are well taken care of through intensive mentoring system. Students are expected to get some ideas of how a school runs during the school internship programme of 5 months in two phases. They can exhibit their skills, competencies, values and attitude through different co- curricular and extra-curricular activities throughout the year. The college brings out a magazine every year to nurture the creativity of the students. They are also encouraged to participate is sports events for their physical and mental well-being. Students are encouraged to attend seminars / conferences / workshops and to present / publish papers. Students are taken to schools for exposure visit.

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	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

Our college familiarizes the students with the diversities in school system in India through several ways such as exposure visit, seminar, classroom transaction, providing relevant documents in library and viewing You Tube channel and follow-up discussions.

We encourage students to follow CBSE, ICSE, different state Boards and some international schools for their curriculum, assessment system, norms and standard. Students gain some idea of development of school system in India through a Paper/Course (Code: 1.1.2), i.e. Contemporary India and Education, prescribed in the 1st semester curriculum. The 1st half of Course 1.1.2 deals with Education in Post-Independent India, while 2nd half concentrates on Policy Framework for Education in India.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Our college equips students with diverse curricular experiences tomakethem professionally efficient. They learn coreteaching skills and gain a deeper understanding of the learning processes. Students acquire knowledge of teaching theories,features of educational leadership,etc. Through practicum andschool-based internship programme students get familiarized with various curricular and co-curricular activities associated with learning experiences. They apply evaluation techniques and enhance classroom instruction with ICT. They learn the sub-skills of teaching through participating in micro-teaching sessions. Communication skill - verbal and written - is honed through classwork. The curriculum emphasizes learners' understanding of Education as a multidisciplinary subject, practical class on delivering e-content, and school-based projects like community based activities and action research. Use ofICT,methodology of content subjects, various evaluation tools, and pedagogical analysis are covered in the curriculum. Trainees learn how to develop and acquire teaching skills during internship programme therebygaining an understanding of school activities. B.Ed. trainees develop observational skills of teaching, learn about students' mental health, promote their well-being through yoga and societal responsiveness through outreach programme. Our students learn about mentoring, tutoring, and counselling to younger kids, gender equity,etc. which make them proficient in their pursuit of teaching.

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	One of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	**No File Uploaded**

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, action taken and available on website**

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	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

43

2.1.1.1 - Number of students enrolled during the year

43

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	**No File Uploaded**
Approval letter of NCTE for intake of all programs	**No File Uploaded**
Approved admission list year-wise/ program-wise	**No File Uploaded**
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

22

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

22

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)	No File Uploaded
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	View File

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

3

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

3

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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.

As a constituent college we conduct admission process through online mode as per the guidelines of the affiliating university where there is no provision for assessment of the students through any test . However, an initial assessment process takes place at the college premises after the course begins. A small written test is taken in order to understand their entry-level behaviour, i.e. their academic standard required for the course. From the result of this test we identify different learning needs of the students, especially the 1st generation-learners. After the test, we conduct an ice-breaking session where teachers initiate free and frank discussion with the students just know about their expectations from this professional course. Through this interaction and discussion teachers assess the students' motivational level and their preparedness to undergo the B.Ed course. Initially a week is spent for their initiation and induction to the present course. During induction stage teachers identify and enlist the learning needs of the students and plan for academic supports to be given to students. In the initial stage our assessment process is more or less informal, personalised, candidate-specific which is mainly based on the principles of guidance and counselling.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

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	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

5:1

2.2.4.1 - Number of mentors in the Institution

12

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	**No File Uploaded**
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.

For the enhancement of students' learning the college uses a multimodal approach to cater to different needs of the learners.

Theoretical classes are conducted in classrooms with projector facility. Whenever necessary classes are conducted through online platform. To ensure that the students are able to apply the concepts learnt in theoretical classes in the practical situations the college has adopted various methods of experiential and participative learning. The practical works/Engagement with the Field and Internship/school based teaching is designed in such a way so as to give opportunity to the students for hands-on learning or experiential learning. Students are also taken to museum/historical place/school/industry visits. Through focussed based group discussions, brain-storming activities and seminars the students learn in a participative manner. Students get involved in organization of seminars/workshops/conferences and various other programmes. Students undertake group activities such as project assignments and case-study analysis which lead to participative learning.

There is provision of involving the students in various bodies including IQAC, various active committees, and Student Council of the institution through which the participative learning of the students is enriched. Special programmes for celebration of days are also conducted by students with the help of mentors.

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	**No File Uploaded**

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

2

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.youtube.com/@thereforesolveitnow
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

43

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Three of the above**

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	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
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

The college maintains a system of continual mentoring for developing professional attributes in students as well as teachers, especially young teachers. Often classes are divided into small groups for focussed based discussion/debate where mentees learn how to work as member of a team and how to lead a team. This quality of team spirit and leadership are also attained through Yoga classes and various games in which students take part. In yoga classes the mentor discusses about self-concept, self-esteem and how to balance home and work stress and thereby how to attain a balanced life.

A systematic evaluation process is used to assess the learning levels of the students which consists of written examination, individual/group presentation, class test(s), etc. Mentors assigned to the students also identify the pace of learning of their respective mentees. One- to- one counseling is provided to the slow learners. They have the advantage of remedial classes where they get the individualized attention. Advance learners are encouraged to attend Workshops/ Seminars/ Conferences to keep them updated on advancements in academics and related areas. Learning needs of the students are further addressed by giving them coaching for competitive examinations by the specialized teachers.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
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

1. The wall magazine of our college provides a required platform where students can express their ideas, creative impulses, literary and artistic notions through articles, poems, essays, travelogues, drawings, etc. The college students bring out their wall magazine "Parikroma" twice a year where students of both 1st & 2nd Year contribute articles. Creativity and innovativeness are given a platform as trainee-students often present a common content of a subject with a creative twist of their own. Innovativeness in every aspect of the magazine - its external get-up, illustration, arrangement and presentation of content, print style are undertaken by trainee-students themselves. The editing of the write-ups are done by students under the supervision of a mentor.

2. Cultural activities increase opportunities for social interaction and help in building new relationships among students and teachers. These activities are generally group-oriented where students from different backgrounds get a chance to know more about people of different passions and cultures. Interaction that takes place among trainee-students before and after a cultural programme helps in the development of interpersonal skills of the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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	**No File Uploaded**
Reports of activities with video graphic support wherever possibl	**No File Uploaded**
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	**Eight /Nine of the above**

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 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	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

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	**All 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	No File Uploaded
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 tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	**No File Uploaded**
Documents showing the different activities for evolving indicated assessment tools	**No File Uploaded**
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	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	**No File Uploaded**
Sample evidence showing the tasks carried out for each of the selected response	**No File Uploaded**
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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
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**	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
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 internship programme for students is systematically planned with necessary preparation in advance. First, request letters are

sent to the Headmasters of the selected nearby schools. Schools are identified and finally chosen depending on the standard of the schools and their strategic location or distance from the college. Easy conveyance to the schools is always taken care of. One senior teacher is sent to the school as college representative in order to orient the Headmaster and other teachers of that school about the importance of the internship programme in B.Ed. and their roles therein.

Teachers of the school play defining role by explain the part of the syllabus to be covered during the internship, observing and commenting on the performance of the students and finally giving feedback on a given form.

.Assessment of students' performance is conducted internally through daily visit to the school by the mentors. They observe everyone's teaching and keep a note on their performance. Students are also assessed by their post-teaching journal/diary which they are expected to keep it sincerely. Finally, their performance is assessed externally by an examiner sent by the 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

45

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	Seven/Eight of the above

events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	

File Description	Documents
Data as per Data Template	<u>View File</u>
Sample copies for each of selected activities claimed	**No File Uploaded**
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	**No File Uploaded**

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.

A well thought out monitoring mechanism is adopted to ensure optimal impact of internship in schools. Students are divided into groups with a leader and his assistant. They are responsible to maintain the attendance and the reporting time in school of the trainees which will be signed by the mentor deputed by the college for that day. Leaders are also expected to report any lapse of duty or misconduct by any member of his peer group.

The college deputes one mentor for each working day who observes the lessons given by the students and signs on the already approved learning design by the Method teachers. He keeps a personal notebook for recording the mistakes made by the students. This helps him to give feedback for remedial purpose and to give marks for internal assessment. Mentors encourage them to prepare Teaching aids/TLMs of various kinds for daily transactions of lessons.

The Headmasterkeeps constant watch on the internees and reports to the Principal if anything goes wrong. Other teachers of the school also monitor their activity and report the lapses to theHeadmaster of his school. The Headmaster provides a certificate to all candidates who successfully complete the internship programme.

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 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)	Three of the above

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	No File Uploaded
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	Three 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

12

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	**No File Uploaded**
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	View File

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

6

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	**No File Uploaded**
Any other relevant information	View File

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

139

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

139

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

Teachers put sincere efforts to keep themselves updated professionally through various ways. Teachers meet at least once in every quarter of a year to discuss the current developments and incoming issue in the field of education. They share information with colleagues and other institutes about new policies, circulars, regulations adopted by the Government or other educational bodies. To keep themselves abreast with recent trends in education, teachers participate in Orientation Course, Refresher Course, Summer School, etc. sponsored by UGC. They obtain membership of different organisations related to their profession. In addition, they usually read and follow a standard journal in order to keep themselves up-to-date. Teachers write and publish articles for recognized journals of high academic standard. Lastly, they use the college library and other libraries like State Library, National Library, etc. to go through foreign journals and recent books on education.

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 college upholds outcome based continuous internal evaluation system. Students are informed by the mentors about the weightage in each component of a course before the beginning of the semester. Continuous evaluation of the college comprises: Test, Seminar, assignment, Engagement with the field/Practicum, project and attendance. Students are allowed to visit local schools for data collection for their practicum works/projects. They complete the projects under the guidance of a mentor; and these will be examined both by internal and external teachers. Test of each course carries 50 marks, out of which 15 is for internal test, and rest 35 for university final examination. In some papers students opt for assignment which they keep in constant touch with the teacher and complete it within a given time for final submission. A certain percentage of marks are kept for attendance of the students in the classroom.

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	**Three 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	**No File Uploaded**
Details of provisions for improvement and bi-lingual answering	**No File Uploaded**
Documentary evidence for remedial support provided	**No File Uploaded**
Any other relevant information	View File

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

Grievance redressal system is effectively used in the college. If students demand to review their marks in term-end examination, they can apply through the college. The college collects all the filled-in forms and relevant documents and send them to the Controller of Examination of the university. For any mistake occurred in their marksheets, the college takes the responsibility to get them corrected by the university if students complain about it. As for internal marks, students are given the evaluated copies of their answer scripts. Teachers make relevant correction and record it if mistake occurs. Moreover, the college has a grievance redressal cell where any student or guardians can write about

their complaint.

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.

Along with the academic calendar provided by the University, the annual calendar of the college is planned and chalked out in advance by the Teachers' Council prior to the commencement of the academic session and thereafter the same is communicated to the students in the form of 'Students' Diary Academic Calendar' every year. As a part of internal evaluation, the learning process is regularly assessed in course of every semester in the form of assignments, seminar- presentations, projects, Engagement with the field (Practicum), dissertations. The term-end semester examinations are preceded by the internal written test according to the given slot in academic calendar. And finally, the term-end semester examinations are held according to the academic calendar. Internal assessment of the teaching practice during the Internship as well as the assessment of Final Teaching takes place in right time scheduled for Internship assessment. Weightage is also given to the students' performance in various co- curricular activities and attendance that intersperse the academic calendar. The feedback obtained from the teachers and the students at the end of the year helps to make the necessary revision to the curricular and extracurricular programmes in the subsequent session.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

At the beginning of the academic year, an orientation programme is conducted wherein the stakeholders are briefed about the Programme Learning Outcomes (PLOs) of B.Ed. by the Principal of the college. Before beginning of each course/paper concerned teachers convey course outcomes to the students as part of their interactions. The IQAC takes adequate leadership in the execution or transaction of teaching and learning and suggests remedial measures to achieve the desired results. The year/semester wise PTA meetings are used as effective platforms to share this information. The college regularly holds staff meetings to review issues pertaining to the syllabus covered by each teacher and other academic matters. Based on the performance of the students in internal assessment, teachers periodically evaluate the effectiveness of their methodologies and adopt appropriate new strategies. Besides this, other lectures and motivational sessions are organized round the year to keep the students focussed and motivated. In addition to all these, course and programme outcome of all courses across all programmes are made available in college website also.

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	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
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

In the beginning of the academic year, at the college level, an induction programme is conducted. The stakeholders are informed about the vision and mission of the college, programme learning

outcomes (PLOs) and course learning outcomes (CLOs), and evaluation process. Besides this, other lectures and motivational sessions are organized round the year to keep the students focussed and motivated in their learning outcome. The IQAC takes adequate leadership in discussing the learning outcomes with the teachers and suggest remedial measures to achieve the desired results. Every teacher conveys course outcomes and program outcomes to students as part of their interactions. The PTA meeting is used as effective platform to share information. The College regularly holds staff meetings to review and monitor the progress of the students in terms of professional and personal attributes keeping in view the PLOs and CLOs. Based on the performance of the students in internal assessment, teachers periodically evaluate the effectiveness of their methodologies and adopt appropriate new strategies. In addition to all these, course and programme outcomes are made available in college website also so that the personal and professional attributes are further improved by the mentors.

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	No File Uploaded

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

42

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	No File Uploaded
Any other relevant information	No File Uploaded

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.

An initial assessment process takes place at the college after the course begins. A small written test is taken in order to understand their entry-level behaviour, i.e. their academic standard required for the course. From the result of this test we identify different learning needs of the students particularly the 1st generation-learners. The common learning needs of the students as found from the test and verbal interaction, are: lack of fluency, poor knowledge in grammar and communication skill, shallow knowledge in content subject, illegible handwriting, fear of public speaking, etc. All these needs are taken care of by the teachers. The College arranges special classes for English grammar and spoken English. Teachers always encourage them use standard dictionaries, increase the volume of reading in English, go through English newspaper, watch English programmes in TV and YouTube channels for enhancing subject knowledge as well as fluency in language. Students are often asked to demonstrate a short lesson in the class where he gets enough practice in developing speaking before public and at the same time they can modify their handwriting specially writing on blackboard. Peer discussion, focus based discussion, various group activities, paper presentation, question and answering in seminars, etc. All this play important role in catering to the learning needs of the students.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Yes, Online student satisfaction survey regarding teaching learning process has duly been conducted for the academic year 2023-24.

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	No File Uploaded
Any other relevant information	No File Uploaded

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	No File Uploaded
Any other relevant information	No File Uploaded

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	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

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	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

1

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

2

File Description	Documents
Data as per Data Template	*View File*
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
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	**No File Uploaded**
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

196

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

196

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

196

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 believes in extending services to the society that nurtures it. Emphasis is laid on hands-on experience of the students. They engage themselves in various social service activities as part of their curriculum. In fact, the idea of the cleaning the campuses, the surroundings, the furniture are included in the uniform 2 year B.Ed. curriculum in the form of "community based activity". The B.Ed. syllabus is an amalgamation of theories and practical issues, e.g. social concerns, cleanliness and beautification, celebrations of important dates, awareness of linguistic and cultural diversity, etc.

The activities carried out by our students include distribution of food, cleanliness drives, awareness campaigns, sapling plantation,

and humanitarian initiatives. During the pandemic, trainees participated in relief works and vaccination drives. These community outreach activities instil the values of service and renunciation. Participating in community outreach is vital in teacher education programme as it helps learners to understand social problems and their solutions, to eliminate these flaws through active involvement and develop a spirit of brotherhood and empathy for the disadvantageous group.

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

3

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

3

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	**No File Uploaded**
Report of each linkage along with videos/photographs	**No File Uploaded**
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

3

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	**No File Uploaded**

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	**Three/Four of the above**

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

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

Our College ensures that student-teachers have access to all necessary facilities for effective teaching and learning experiences. We have the following facilities:

1. Classrooms: We have 15 classrooms equipped with ICT components.

2. Laboratories: Each method or subject has a dedicated lab/resource room with specialized equipment. Physical-Science lab has various apparatus, Life-Science lab has microscopes and spectrophotometer, psychology lab has essential apparatus, and geography and history resource rooms are well equipped.

3.Multi-purpose Conference hall, Guest room

4. Sports Field: We have a volleyball and badminton playground, and a playground for cricket and football games.

5. Fitness Centre: Our well-equipped gymnasium helps student-teachers maintain fitness.

6.Parking Space,Workshop for SUPW,Waiting space

7. Equipment: We provide modern facilities such as ramps, elevators, Braille plates, electric wheelchair, server room, photocopy room, virtual classroom, interactive boards, and more.

8. Computing Facilities: Each classroom, staff cubicles, and the library have computing facilities. We have multipurpose labs with high-speed internet, computer kiosks, and computers for non-teaching staff.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	No File Uploaded
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

12

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

60.02

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	View File

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.

4.2.1. Institution has adopted automation of library using Integrated Library Management System(ILMS).

An Integrated Library Management System is a Computer-based system use to perform one to several library key-functions. The College Library has been partially automated since 2015 using the customised version of Koha. Koha is an open source library management software. Earlier we used Library Management Software Koha in local server but from August 2023 we switched to Cloud server instead of local server. At present we are using version 23.05.03 of Koha on Cloud

The software has following modules:

- **Acquisition**
- **Administration**
- **Cataloguing**
- **Serial Control**
- **Circulation**
- **Membership**

Major features of Koha are as follows:

- **Compliant to International Standards such as MARC-21, AACR-2 & Z39.50.**
- **Client-server based architecture, user-friendly interface that does not require extensive training.**
- **Unicode based multilingual support for Indian and foreign languages.**
- **Capable of various types of report generation in desired**

- **formats.**
  - ○ **Book barcode generation.**
  - ○ **Book spine label generation.**
  - ○ **Dues Calculation.**
  - ○ **Book due SMS service.**
  - ○ **Remote access of Library Catalogue.**

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://rkmbcrahara.org/facility.php?fId=1
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

The Institution's Library has computers and internet facilities. The students and staff avail unlimited number of hours of the said facilities during the library hours. Students and staff use the library facilities for their course works, research works and reference works.

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	**One of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
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)

0.55

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

84

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	View File

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	One 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 institution has a well-equipped computer lab connected in LAN. All the systems have Internet (Wi-Fi) facilities and essential ICT tools and resources are available. Computer systems have been installed at a specific strategic point so that faculty and students can access them for academic purposes like attending academic programmes, preparing PPTs and maintaining records, etc.

Our college has upgraded the 30 Mbps Leased Line Internet connectivity to 90 Mbps Leased Line. The Internet Service Provider (ISP)-BSNL provides connectivity with high fault tolerance. Internet connectivity is available in classrooms. Video conferencing facility is available at the computer lab.

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

88:59

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

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)	Two of the above

Teleprompter Editing and graphic unit

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)

12.69

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

The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received by the college as per the requirements in the interest of students. All the labs and equipment are under AMC – Annual Maintenance Contract. College Library provides access to various kinds of information sources including academic books, journals and reference books catering to the needs of students as per the

latest syllabus provided by University. It also has e- Resources like INFLIBNET to simplify the learning process in a progressively growing learning platform. The infrastructure pertaining to physical, academic and support facilities in college are regularly maintained to ensure that they are of maximum benefit to the students as well as teaching and non-teaching staff.

File Description	Documents
Appropriate link(s) on the institutional website	https://rkmbcrahara.org/facilities.php
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in	Seven/Eight of the above

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

Cell Concession in tuition fees/hostel fees
Group insurance (Health/Accident)

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	**No File Uploaded**
Report of the Placement Cell	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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
2	**41**

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

11

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

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 remarkable feature of our college is the 'Vidyarthi Parisad', students' self-government which is a non-political platform constituted of the resident trainees on the basis of common consensus and it works hand in hand with the college administration for the academic, cultural and other overall improvements of the college. The 'Vidyarthi Parisad' consists of the following members:

Pradhan Sevak (Head of Service providers)

Vidyut Sevak (Sevak in charge of electricity bill)

Khadya sevak (Sevak in charge of food)

Sahakari Khadya Sevak (Assistant Sevak in charge of food)

Kristi Sevak (Sevak in charge of cultural affairs)

Krira & Safai Sevak (Sevak in charge of games and cleaning of campus)

Vidyarthi Parisad' smoothly functions through various sub-committees such as:

• Cultural sub-committee – organizing the Freshers' welcome, Youth day celebration, etc.

• Magazine Sub-committee- to edit and oversee the publication of thewall magazine called Parikrama and the college magazine, Kalyan.

• Games Sports Sub-committee: to organize various indoor- games competitions and the annual sports.

• Reunion Sub-committee – to assist in reunion related activities.

Students act as members of various committees of the college like anti ragging cell, IQAC, etc. Students of each class are considered for these committees by rotation.

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	**No File Uploaded**
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

15

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Activities of the Alumni Association are as follows: i. Organizing Blood Donation Camp. ii. Organizing Cultural Programmes. iii. Organising Seminars, Workshops etc. iv. Monetary assistance to needy staff of the college. v. Suggesting areas for research on education etc. Ramakrishna Mission Brahmananda College of Education is proud to have as its alumni comprising various professional educationists, teachers, professors, civil servants, management personnel, media personnel, social workers, etc. spanning over the last 60 years. The college has established its Praktani Association in 2014-2015 which has an Executive Committee (EC).The Executive Committee (EC) aims to foster stronger relations between its alumni and others connected with the college. RKMBCE recognizes its alumni as important stakeholders in its quest to provide excellent education in the field of teacher training. It realizes the benefits that can come from the engagement and support of its alumni who have considerable expertise in many areas. The alumni can provide opportunities for community service, provide advice and support to the college, offer careeradvice and also provide financial assistance to the college.

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	**Three/Four of the above**

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	**No File Uploaded**
Report of alumni participation in institutional functioning for the academic year	**No File Uploaded**
Any other relevant information.	**No File Uploaded**

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

1

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

The alumni association of the college plays a role in fostering friendly cooperation between the present and old generation of our trainee teachers thereby enhancing the betterment of the institution. Alumni association of our college arranges meetings as per their requirements on the basis of discussions in their general body meeting. Annual alumni meet is conducted on a regular basis where office bearers are selected. Notifications regarding the Alumni meets are circulated through different social media networks and applications. The get-together provides opportunity to offer valuable advice and contributions on academic activities and overall development of the college by the alumni . The alumni association tends to ensure coordination and proper conduct of alumni meetings. The college keeps a year-wise separate register of alumni members where their permanent addresses, phone numbers, and professional details are entered.

File Description	Documents
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	<u>View File</u>

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.

The College is administered by the Governing Body, the apex body of the college, which plans and formulates policies, and executes activities of the college by setting target, values and ensuring participation of all stakeholders. This is important not only for the fulfilment of the vision and mission of the college but also for upholding the tradition and ethics of the institution. Our college has been administered effectively to materialize its vision and mission over the past sixty years of its existence. The leadership role is played by the Principal of the college who acts as a visionary figure and guide for the faculty members, students

and non-teaching staff. The Principal holds periodic meeting with teaching and non-teaching staff. Various committees are formed in the beginning of the academic session. Academic calendar of the college is designed according to academic calendar of the affiliating University. Depending on university calendar, time table of the college is framed. Classes are taken according to the semester-wise time table.

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	No File Uploaded
Any other relevant information	No File Uploaded

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 College follows the principle of decentralisation and participative management involving all the staff members in a number of administrative roles. The GB is the highest policy making body in respect to the governance of the college. The GB of the college consists ofrepresentativesfrom the monastic members of the ashrama, teachers, expert in teacher-education, university representatives, state government representatives along with the Principal of the college. This body takes decisions on the recommendations placed to it from the assigned cells/committees of the college. Before the commencement of each academic year various sub-committees are formed under the leadership of the Principal. These committees include representatives from teaching staff, non-teaching staff and students. Every committee has the freedom to prepare their own plan of action and decide their implementational strategies.

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.

Financial: The institutional mechanism for monitoring the effective and efficient use of financial resources is through the monitoring of the Principal and vigilance of the finance committee. It comprises of the teaching and non-teaching staff along with the Principal. The purchase committee discusses important matters relating to finance and finalizes the proposals which is presented to the GB for approval.

Academic: The Principal discusses issues related to teaching & learning and students' welfare with the Teachers' Council before taking any decision. These decisions are based on the suggestions of the Teachers' Council, IQAC, and GB.

Administrative: The president of the GB, being the executive head of the administration of the college, is not directly involved in assigning the responsibilities to the staff members. The job is performed by the Principal, who is also the ex-officio secretary of the GB. The principal ensures communication of the major decisions of the Teachers' Council & IQAC to the GB.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

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 college has implemented a strategic plan to optimize resource utilization and extend services to the stakeholders. Key actions taken include:

1. The college organizes orientation programme for the fresher students.
2. Smart classroom and E-learning facilities are introduced. Tutoring, Counselling, remedial classes, group discussions are emphasized for those who are differently abled.
3. Supervision during internship programmes of trainee teachers is executed properly.
4. Teachers participate in different Orientation Programmes (OP), Refresher Course (RC), Short Term Course (STC), State, National and International Seminars for enhancement of learning and teaching.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://rkmbcrahara.org/upload/ckeditor_docs/files/Strategic%20Plan%20document%202023-24.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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 is an example of democratic governance and accountable leadership. The Governing Body (GB)of the college is constituted as per government rules.

The G.B of the college is the highest authority and it functions within the rules and regulations of the Dept. of Higher Education, Govt. of West Bengal, UGC, NCTE, WBUTTEPA. The principal, ex-officio secretary of the GB functions as the chief administrator who supervises and coordinates academic and administrative activities. The Principal is at the apex of the institution and under him are the convenors of different cells/sub-committees. Teachers, students and non- teaching staff are included in these cells/sub-committees.

File Description	Documents
Link to organogram on the institutional website	https://rkmbcrahara.org/upload/ckeditor_docs/files/6_2_2(1).pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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.

Our college has a Governing Body(GB) and an Internal Quality Assurance Cell (IQAC). These bodies have been formed in compliance of the govt. rules. Beside these, the college has various cells and committees for the smooth functioning of its administration. A prior notice duly signed by the Principal is circulated among the members of these bodies before the meetings. Quorum is maintained while these meetings are held and the discussions are meticulously minuted. Afterwards, in the subsequent meetings, the proceedings of the previous meeting are read aloud and confirmed. The resolutions are systematically implemented.

There is a Convenor for each of these committees. The Convenors of all these committees hold their meetings to ensure the proper

working of different administrative bodies. The IQAC Cell holds meeting to settle any quality related issues. All the committees hold different meetings pertinent to their agenda and all these are recorded in the minutes of meetings.

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	No File Uploaded
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

The college offers worthwhile welfare schemes to all the teaching and non-teaching staff to ensure and boost up their work culture and efficiency.

The college provides financial assistance by providing loans against provident funds. Employment on dying in harness for non-teaching staff, employee retirement benefits, pension gratuity, leave encashment, etc. are provided to the employees. Ad hoc bonus is given to non-teaching staff as Festival advance.

The teaching and non-teaching staff avail promotional benefit. Purified drinking water facility, multi gym and recreation room are also provided by the college.

The college has 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	No File Uploaded
Any other relevant information	No File Uploaded

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

7

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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 takes annual self-appraisal reports from teaching staff every year at the end of academic year.

The Government of West Bengal has introduced the self- assessment /performance appraisal forms for teachers in strict adherence to the API Criteria based PBAS prescribed in the new UGC Regulations. The teachers are evaluated/promoted following a transparent process on the basis of API Score(s). The career advancement scheme of teachers is done in pursuance of this system.

The appraisal is scrutinized by the IQAC and then a Screening Committee constituted by the Department of Higher Education, Govt. of West Bengal evaluates the performance of the teacher. The report given by the Screening Committee is forwarded to the GB and after being approved by the GB, it is submitted to the Director of Public Instruction (DPI), Govt. of West Bengal.

The Governing Body of the college scrutinizes the work and

considers experiences of the non-teaching staff. The remarks given by the Principal regarding the performance evaluation of a non-teaching staff is decisive for his promotion. Then the promotional benefit papers of non-teaching staff are sent to the DPI, Govt. of West Bengal, following which the DPI approves their promotional benefits.

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	No File Uploaded

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 accounts of the college is regularly audited by the internal auditor as well as by the external. Accounts of the College is audited quarterly by the internal auditor. The college authority abides by the internal auditor's report and acts accordingly. The accounts of the college is audited at the end of every financial year by an external auditor appointed by the Government of West Bengal as this College is Government-aided. Further, the Ramakrishna Mission authority also gets the accounts of the college audited by an external auditor appointed by the Mission authority. We have not yet received any adverse report either from the internal or from the external auditor.

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	View File
Any other relevant information	No File Uploaded

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	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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: For the improvement of the academic activities and infrastructure development the institution makes an effort for mobilization of its limited resources for optimal benefit. The institution generates its fund from limited sources including fees collection from the trainee teachers, funding for research projects, grants from UGC, Grants from the State Govt., etc. interest from endowment & permanent funds.

Optimal utilization of Fund: Every year the institution identifies the financial requirements for smooth running of the academic activities, maintenance of the existing physical infrastructure, upgradation of facilities, strengthening of information and knowledge delivery system. The purchases amounting to higher funds are made through tendering/e-tendering in a transparent manner.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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 continuously works on the maintenance and assurance of quality of the institution. Through the IQAC, the college periodically reviews and continuously upgrades the quality of teaching and learning process.

The faculties of the college are encouraged to utilize information and communication technology (ICT) tools such as smart classroom, Interactive White Board, Power Point Presentations, YouTube video, audio component for effective classroom teaching.

Academic Performance Indicator (API) of each faculty is scrutinized by IQAC. IQAC motivates the faculties to attend FDP, Seminar, Workshop, FIP, RC, Publications of Research papers. The IQAC organises Teacher Induction Programme for quality improvement of teaching staff. IQAC also organises Student Induction Programme and Lecture Series for learner quality upgradation.

Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has recently initiated a policy of providing token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty to upgrade their state of knowledge. The faculty members are oriented with the ethos and culture 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	No File Uploaded

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.

The college aims to disseminate knowledge and provide training to the future teachers of the country. With this aim, we have enabled

Wi-Fi in the entire campus. The laboratories are upgraded and renovated with required instruments. An ICT Lab is established for acquainting learners with e-resources.

Teachers are encouraged to teach through LCD, PPT. Faculty and students are encouraged to use these regularly. The institution implements a system of obtaining feedback from the trainee teachers through IQAC. Every effort is made to remain in touch with trainee teachers to collect feedback from them, to ensure commitment and sincerity among the academic community. Feedback from students is collected by distributing a predesigned proforma.

The feedback obtained is placed before the IQAC for analysis and implementation to improve the teaching learning process. Feedback and institution appraisal is also done by teachers under directions of the IQAC.

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	**No File Uploaded**

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

3

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or	**One of the above**

other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	[View File](#)
Link to the minutes of the meeting of IQAC	https://rkmbcrahara.org/cms.php?cId=59
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://rkmbcrahara.org/cms.php?cId=38
Consolidated report of Academic Administrative Audit (AAA)	**No File Uploaded**
e-Copies of the accreditations and certifications	**No File Uploaded**
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

College always keeps track of the incremental improvements achieved in academic and administrative domain of its functioning through quality assurance initiatives. The IQAC always reviews and takes steps to improve the quality of teaching-learning. Incremental improvements are made in the academic, governance and administrative domains by the college by the following measures: 1.Upgradation of college website, 2. High speed Internet Connection & Wi-Fi Facilities/ Smart Classroom, 3. Computer Lab, 4. Integrated Library Management Software (Koha), 5. Collection of Feedback to understand the emerging demand of the students, 6.

Feedbackof Alumni for future course of action.

Another important improvement has occurred in the area of construction. A new building with variousfacilities, called Annexe Building, has been constructed with the financial assistance of the RUSA & the State Government.

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

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.

Our College emphasizes energy conservation.

Conservation of Energy: The college employs a strict energy policy when it comes to conservation of energy.

Institutional Policy:

1. Switch to energy-efficient LED lighting reducing consumption.

2. Trainees instructed to switch off lights and fans when leaving classrooms.

3. Regular maintenance of appliances and AC machines checked for energy efficiency. Efficient maintenance of heating and AC systems, including air filter cleaning and thermostat adjustments.

5. Encourage green transportation options like e-biking and public transport.

Use of Alternative Sources of Energy:

Renewable Energy: Installed solar panels covering 40% of monthly energy consumption.

Bicycles and e-Bikes: Staff members usebicycles and e-Bikes for

local transport, internships, and supervision.

Conservation of Water:

Water-saving Strategies: Regular inspection and repair of leaks in fixtures, pipes, and irrigation systems.

Raising awareness and encouraging responsible water usage.

Use of dual-flush toilets for efficient water management.

Rainwater Harvesting:

Rooftop and ground rainwater harvesting tanks have been installed.

Gardeners use mulching to retain soil moisture and reduce evaporation.

By implementing these strategies, our College showcases efficient energy and water management.

File Description	Documents
Institution's energy policy document	[View File](#)
Any other relevant information	No File Uploaded

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.

The College has an effective waste management system. The waste is categorized into two main types: solid waste and liquid waste. Solid waste is further classified into biodegradables, non-biodegradables, and recyclables. The institution follows a strict policy of segregation at the point of disposal. Green bins are installed throughout the campus for collecting biodegradable waste like kitchen waste and leaf litter. Blue bins are provided for non-biodegradable materials, such as plastic wrappers. Staff and students are trained to use these bins properly. Biodegradable waste is collected and converted into vermi-compost in waste management pits located in the central garden area. This process reduces the use of chemical fertilizers and maintains soil quality. Recyclable materials are accumulated in designated yellow

bins or kept at the maintenance department. They are sold to recyclers annually. Electronic waste is stored separately and sold separately. Non-biodegradable waste is collected and sent to landfills by municipal waste collectors. Leftover food from the hostel dining hall is collected separately and donated to animal farms. For liquid waste management, the College has a well-structured drainage system connected to septic tanks and municipal drains.

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	**No File Uploaded**
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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	**Two of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	[View File]()
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 believes that for individuals, a balanced psychological, emotional, and physical state fosters creativity and efficient teaching. With that in mind, the College prioritizes serene, green, and pollution-free surroundings for holistic personality development. Cleanliness & Hygiene: Administrator oversees daily cleaning of washrooms, offices, corridors, and resource rooms. Segregated demarcated waste bins placed across campus for bio and non-biodegradable waste. RO purified drinking water available in college and hostel; reservoirs cleaned biannually.

Sanitation: Floors have well-maintained toilets for trainees and staff. Separate toilets are available for the ladies. Regular cleaning with disinfectants are done, adequate water supply is maintained. Drainage and septic systems maintained and cleaned periodically. Potential areas of water clogging are checked and cleaned to negate the hazardous growth of plants, weeds and insects.

Green Environment: Main building is situated at a place that is away from main road to reduce noise pollution. The campus is covered in abundant trees, plants, herbs, including medicinal plants and vegetables. Regular watering, natural manure assures plant growth. Rainwater harvesting has been built for saving and recycling of water. Biodegradable waste used for composting and natural manure.

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	**Two 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	View File

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

0.007

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 exposes students to the social service ethos through monastic members of Ramakrishna Math & Mission. Annually, students actively contribute to Sri Ramakrishna Deva's Tithi Puja, serve Prasad and manage the crowd at the ashrama. They also participate in National Youth Day. With a migrant worker population settling at Titagar (adjacent to the college), the college collaborates with other organizations and alumni to serve low-income groups in nearby areas. Activities include relief efforts, feeding the poor, garment distribution, vaccinations, tree planting, health awareness, cleanliness drives, and blood donation camps. Participation in organizing and executing these activities instils the essence of education - a tool for social upliftment and spiritual growth through selflessness.

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	A. All 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	No File Uploaded
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

Institutional Best Practices for 2023-24

Mentor-Mentee System: Faculty mentors play a crucial role in helping students manage academic difficulties, cope with stress, and become more involved in extracurricular activities. Beyond offering personal support, this relationship fosters skill development and encourages the overall growth of students' personalities. The close bond between mentors and mentees strengthens students' sense of belonging, reduces absenteeism, and promotes active participation in both academics and extracurricular endeavors.

Awareness of Values, Rights, Duties, and Responsibilities: The institution actively honors the contributions of national figures and observes significant occasions such as Republic Day and Independence Day, promoting unity and respect for all religions. Weekly prayers and cultural events help instill in students an appreciation for values, national pride, and India's rich heritage. Honoring spiritual leaders like Ramakrishna further motivates students to adopt social responsibility and make meaningful contributions to society.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

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 for 2023-24

Inspired by the vision of Swami Vivekananda, the college upholds an educational approach where both mentors and students flourish together, creating an immersive and holistic learning environment. Rooted in the traditional guru-shishya relationship, this approach seeks to expand minds beyond narrow perspectives. The institution's residential setup embodies this ideal by fostering a harmonious integration of academic achievement and spiritual growth within a peaceful and supportive atmosphere, guided by compassionate leadership. The daily routine blends academic intensity with spiritual practices, incorporating morning assemblies, regular classes, evening prayers, group meditation, and dynamic cultural activities. This balanced structure promotes social and spiritual development. Both teachers and students actively participate in selfless service, while educators address the professional, physical, mental, and emotional needs of each student, ensuring their comprehensive growth.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	**No File Uploaded**