



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**KALIABOR COLLEGE OF EDUCATION**

P.O - KUWARITOL, P.S- KALIABOR, DIST- NAGAON  
782137

<https://www.kaliaborcollegeofeducation.org.in>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Kaliabor College of Education was established in 1992 located at Kuwaritol, Kaliabor Sub-Division in the district of Nagaon(Assam). The College has its own land (10 Bighas) i.e 3.3 Acres with RCC buildings, G2 buildings, Two Assam Type buildings with spacious Auditorium Hall and Seminar Hall. It has also obtained Recognition from National Council for Teachers Education (NCTE ) for B.Ed (Intake=100) and D.El.Ed (Intake=50) courses and has been permanently Affiliated to Gauhati University. The College is also running B.A Course (FYUGP) Four Year Degree Course under Gauhati University from the session 2024-2025 with Major in Education and other Minor Subjects. The College has sufficient Infrastructural and Institutional facilities with well arranged Library, Classrooms, Office Room, Staff Rooms, Student's Reading Room as per UGC/NCTE Norms, Psychological Laboratory , ICT/ Computer Room with 20 (Twenty) sets of Computers, Outdoor/Indoor Games Facilities, Sanitary Arrangements are available in the College Campus. The College has obtained Government Concurrence by the Govt. of Assam and it has been maintaining proper records such as Admission Forms, Admission register, Fee Register, Students/ Faculties/Non-Teaching Staffs Attendance Register, Tutorial Records, Cash Book, Stock Register, Receipt Books and Ledger Books. The College has Rs. 24,00,000 (Rupees 24 Lacs Only) Fixed Deposits by means of Reserve Fund and Endowment Fund. Executive Committee of Kaliabor College of Education is the Apex Body which is a Non-Profit registered under the Societies Registration Act xxi of 1860, Gauhati, Assam bearing Registration Number 297/02887/NOPAN/12/2019 which is running the College since the Commencement of the Society. The institution is situated on the bank of the river Kollong with beautiful sights and scenes and attached to the NH-715 having its own street. The College is well connected by Bus, Rail and Air.

### Vision

- To develop academic integrity and accountability with Sincerity, dedication and a joy full team work.
- To sustain intellectual excellence and creativity.
- To improve positive attitude among the teaching professionals committed the teaching professionals committed to the future generation.
- To develop an institution of Teachers Education that will stand in future as an effective instrument for enriching school education and society as a whole.
- To educate the common masses and to enlighten the area with the concept of the best cultural tradition of our nation.
- To become the centre of academic excellence in the area teacher education programme at par with the National and International standards to the youth including in them our culture, Patriotism, Heritage and Values along with complete education

### Mission

- To prepare the finest teacher capable of responding the global social demands and meeting the challenges in Education.

- To rejuvenate the teaching learning process with ICT and value imbedded education in the context of modernization and social change.
- To address to the ever emerging issues and problems of school and Teacher Education and discover remedial measures.
- To ensure the contribution of all stakeholders in the all pervasive sustainable development of the society.
- To evolve as a model institution for teacher education with global standard to develop social responsibilities with improved performance among the teachers of the new generation.
- To strive for Academic Excellence and quality assurance in the field of Teacher Education.
- To enhance the level of confidence among the teachers in the classroom to manage congenial classroom situation for effective teaching.

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

### Institutional Strength

#### **Institutional Strength:**

The strength of the Kaliabor College of Education can be summarized briefly as under:

#### **i)Own plot of land:**

Kaliabor College of Education has its own plot of land measuring 10 Bighas(3.3 Acres)

#### **ii) Infrastructure :**

Kaliabor College of Education has three R.C.C Building ,(Two G+2 and another G+1) that comprises Principal's Room, Administrative Room Conference Hall, Library and Classrooms, Auditorium Hall, Psychological Laboratory, ICT Laboratory, Language Laboratory, Boys Common Room, 3 Store Rooms, Visiting Room, etc. It has also College Playground, Canteen for Amusement and Recreation. The College also has two Nos. of Assam Type Buildings for different purposes.

#### **iii) Highly qualified and experience faculties:**

The College has highly qualified and experienced faculty members for all the courses. The full time faculties are qualified as per norms of NCTE/UGC. All the faculty members are dedicated, supportive and well acquainted with necessary teaching skill & Principles.

#### **iv) Transparent Admission System:**

Kaliabor College of Education follows simple and transparent admission procedure. The affiliating body i.e Gauhati University and SCERT conducts the Entrance Examination Tests for admission into B.Ed and D.El.Ed Courses.

**v) Discipline:** Kaliabor College of Education has its own bye-laws for the management of the college service rule, Rules for the students and employees. Students have to attend the classes with Proper Uniform, They have to attend the classes regularly a minimum 80 % of class attendance. The College maintains a strong student

teacher inter-relationship.

The college has appointed one senior faculty to co-ordinate and maintain all academic matters. To assist the senior faculty in discharging the services, the college has Academic committee, Examination committee, Disciplinary committee, Women Empowerment committee, Anti-Ragging cell and Placement cell etc.

### **Institutional Weakness**

Though Kaliabor College of Education has enormous strength, it is working on some of its weakness that sometimes it hampers our best efforts in rendering the best services to the students and the society at large. The weakness of the College are identified as under:

1. Kaliabor College of Education is not in a position to pay sufficient salary to faculty members.
2. The College is not authorized to admit more than 100 students in B.Ed and 50 students in D.El.Ed and 120 students in FYUGP (B.A) which needs to be enhanced in terms of intake capacity.

### **Institutional Opportunity**

Kaliabor College of Education has lots more opportunities as under:

1. In this region, there is an increasing demand of PG Programs, especially M.Ed.
2. Kaliabor College of Education has received recommendation from the state Govt. of Assam to run 4 year ITEP- Integrated Teacher Education program B.A, B.Ed.
3. There is high demands for vocational education in this College like mechanical work, Beautician, makeup artist, fisheries, etc. The College has a space for the same.
4. This College can be model college in the area as it has Congenial atmosphere, wider space, situated in the rural area far away from hustle and bustle area.

### **Institutional Challenge**

The challenges of Kaliabor College of Education is to face and overcome by the College are summarized as below:

1. The main challenge of Kaliabor College of Education is the lack of awareness among the people regarding the importance of Teacher Education Programme.
2. One of the major challenges is poor enrollment in BA Course. But the College has tried to ensure rich enrollment by means of poster displaying, visiting parents home advertisement in the local home, advertisement in the local newspaper, meeting students, teacher etc.
3. The next challenge that matters is the poverty of the local people as they cannot afford to send their children for higher studies like graduation, Post-Graduation and especially teachers education due to the unsubsidized high fee structure.
4. Conversion into multidisciplinary institution as per NEP, 2020 is another challenge.
5. Appointment of qualified teachers and paying them as per UGC/State Govt. Norms is another difficult

challenge that needs to be solved.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Kaliabor College of Education was established in the year 1992. The College obtained its first affiliation from Gauhati University (GU) in the session 1993 for B.Ed Course Vide letter No. **GU/AFF/NP/B.Ed/93/778** dated **08/04/1993**. The College is formally recognized by NCTE Bhubaneswar for one year B.Ed Course vide letter No. - **ERC/7-71.6.8/2006/4964** dated **15-12-2006**. The College is also recognized by the NCTE for Two-Year B.Ed Course Vide Letter No. **(ERC/NCTE/APE00454/B.Ed Order) 2015/31825** dated **22-05-2015**. The College received Government Concurrence: Memo No. **AEE.09/2011/203-A** dated **18-01-2013**. Since the College received permanent affiliation from GU for B.Ed Courses letter No. – **GU/AFF /2019/8365-72** dated **29-05-2019** and since then the College follows the Academic Calendar, Course and Syllabus Structure of Gauhati University. The College has introduced two-year D.El.Ed Course recognized by NCTE, Vide Letter No.- **F.ER-295.10/ERCAPP201646113(ID-9572)/NCTE/D.El.Ed/2021** dated **29-08-2021** and it follows the curriculum set by SCERT, Assam. The College has got affiliation by SCERT, Assam for D.El.Ed Course Vide Memo No.- **SCERT/Exam/D.El.Ed./Affi/13/2017/498** dated **08-03-2022**.

The College has also introduced four- year degree Course in arts (B.A) in the year 2021 with the Permission from GU Vide Letter No. **GU/AFF/2021/1826-29** dated **13/11/2021** (Intake 120) and it follows the academic calendar, Curriculum and syllabus structure of the GU. For the smooth functioning of the classes and Completion of the syllabus on time, the class routine for every branch is prepared by Senior Faculty approved by the Principal of the College. The College classes deputed the B.Ed and D.El.Ed trainees to the Secondary schools for internship and practice- teaching classes for the partial fulfillment of their Courses. The institution conducts Sessional Examinations every semester for both courses (B.Ed, & D.El.Ed ) and the internal marks are sent to GU and SCERT accordingly. Along with Sessional Examinations, Home Assignments, Workshop, Seminars, Group Discussion, Quizzes are also taken for the Internal Assessment of the students.

### Teaching-learning and Evaluation

Teaching, learning and Evaluation plays Overall an active role for the overall development of educational institution. In this Perspective, Kaliabor College of Education does everything to provide value based education and Coordinate with the practical learning. In these aspects the institution adopts appropriate and innovative Strategies. The admission process is transparent and admission of students to Various Courses is done accord according to the guidelines of the affiliating authority. Apart from Regular classes our College Conducts periodic assessment like class test, Seasonal examination, Assignment, seminar, Workshop, Orientation Programme etc. The College offers three- Courses- B.Ed., D.El.Ed. and B.A Course. In order to get admission in to the B.Ed. and D.El.Ed. Course students have to appear in the entrance exam and based on merit list students are admitted. All the activities of the Institute are organized according to the "Academic calendar" prepared by College. For B.Ed. and B.A. Course, full paper covers 100 marks which is divided into two parts i.e. 20 marks on internal assessment and 80 marks on external assessment. Attendance is also counted to sit external examination. The college has rule regarding the attendance of the student which is as follows:

- At least 80% class attendances is mandatory for all the students failing which, a strict action will be

initiated against the Candidate.

- Student with less than 80% Class attendance will be declared as Non-Collegiate and Less than 30% will be declared as be Dis-Collegiate.

There are 24 Nos of faculty working in the College as a full time faculties, out of these 12 faculties have NET/SET/SLET/Ph.D/ and 4 faculties are having Ph.D. And one faculty is persuing Ph.D. The institution has a robust and transparent evaluation system as evidenced by the functioning of the examination Committee, the evaluation mechanism, the grievance redressal mechanism etc. the College follows. the Choice Based Credit System (CBCS) and adheres to the guidelines given by GU in the evaluation process. A monthly discussion is held among the teacher regarding syllabus and Completion of the chapter. Besides the Curricular activities the College organize Co- Curricular activities Which makes the learner all round development of personality.

### **Infrastructure and Learning Resources**

Kaliabor College of Education has facilities for teaching learning .The College has adequate facilities like classrooms, Laboratories, Psychology lab, Computer lab, library, and art s & craft room. The college has also adequate facilities for extracurricular activities, Sports, games. (indoor - outdoor), yoga Center, and self defiance activities.

Providing adequate infrastructural facilities for teaching learning has also been given prior and importance by the institution. In order to facilitate effective teaching and learning, The College tries to provide and enhance the infrastructural facilities. The institution has its own plot of land measuring 10 bighas. The institution has planned and Constructed the infrastructure which facililates the curricular and co-curricular activities. The institutions have three main building each having two floors and also Constructed multiple medium size infrastructures. It has one Conference hall with information Communication Technology (ICT) facilities for hosting Seminar/conference/Workshops etc. And auditorium where literary and Cultural activities are Conducted with a foresight of additional intake addition of new Courses, and other activities the institute forwards requirement like building spaces, books and journals for Library etc. to the management review the requirements and approves if appropriate and then facilities are procured or created by standard procedure. The institution is fully equipped with the necessary infrastructure to meet the ever increasing requirements for teaching and learning outcome.

### **Student Support and Progression**

Kaliabor College of Education supports students who are needful of financial help and assistance, to apply for scholarships from Governing Body(GB). Information about various scholarships offered by govt. of Assam, Govt. of India, UGC and other Organizations are displayed in the college Notice Board, College websites and formal chat groups in proper social media platforms.

Kaliabor College of Education provides sufficient guidance for Career Counselling, planning and placement related activities as well. Results of various examinations held in the college are also displayed accordingly as and when declared by the respective boards/bodies.

Kaliabor College of education believes in good discipline and conduct. There is a grievance redressal cell that handles all kinds of grievances of students as and when reported. We maintain fair judgement and absolute transparency in handling these grievances. The concerned cell resolves such issues in proper time, in a

maximum of ten days. The issues of ragging and bullying are viewed very seriously and the anti-ragging cell takes necessary measure to restrict such activities within the college campus.

As an institution of repute in the prevailing region Kaliabor College of Education has a good number of students who passed-out with flying colors to get recruited in different places. As such, we have our functional alumni named Kaliabor College of Education Alumni Association. The alumni meetings are conducted every year in order to create an opportunity for alumni to meet and share knowledge with their friends, teachers and fellow students.

Scholarship of the trainees belonging to ST/SC/OBC/MOBC can be applied to the concerned authority. Candidate belonging to reserved quota can apply for the same in the prescribed application form through online mode after getting admission into the course.

Kaliabor college of Education also organized Co- Curricular activities for all round development of trainees such as Physical activities, Cultural activities, Literary Activities, Social service activities and Group Discussion etc.

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

Kaliabor College of Education was set up in the year 1992 with a motto "To Teach is to Learn Twice" and with the Vision to establish this institution CENTRE OF EXCELLENCE FOR TEACHER'S TRAINING.

The team of college involves principal, Governing Body (GB), Teaching staff, IQAC Committee, Non-teaching and Supporting Staff, student's union, student representative, stakeholders, Internal quality Assurance Cell (IQAC), Academic Committee, Examination Committee, Women Empowerment Cell, Guidance and Counseling cell, Disciplinary Committee, Anti - Ragging Committee, Grievance and Redressal cell, Record keeping placement Cell, prevention of sexual Harassment, Decoration- Cell and the Alumni that works for the effective functioning of the college. The institution always practices decentralization and participative management. For academic performance meetings with principal, Senior faculty academic In-charge and faculty of Various departments when required.

Kaliabor College of Education has its own By- Laws framed under Rules of the Executive Committee. Kaliabor College of Education (Regd. under Registration of societies Act XXI of 1860) for the management of the institution. and it has service rules for the employees. Institutional Strategies / Perspective plans are designed in such a manner that this quality plan is driven and deployed during every process.

Kaliabor College of Education has effective welfare measures in place for its teaching and non-teaching staff. The various facilities provided to employees for efficient functioning are, Medical leave, Maternity leave etc. Kaliabor College of Education is earning through the admission of the students and collection in the form of income derived on deposits and other assets. Salary Component, infrastructural requirement based on intake Capacity of students, psychological laboratory equipment, furniture, books, journals are considered as expenditure. This study is Carried out in association with the governing Body. The Chartered accounts are based on previous year expenditure. In, this regard, the College has great potential for improvement and with the support of the GB and dedicated leadership and accountable management the institute can excel to a great extent.

## **Institutional Values and Best Practices**

Being Teachers Training Centre Kaliabor College of Education is one of the best institutions in Kaliabor under Nagaon District. For the greater interest of the local people and for the development of Society the initiative was taken by few intellectuals of the local area resembling Mr. Dharendra Kumar Hazarika was the founder President and Mr. Dayananda Mahanta was appointed founder principal of the College. The College was established on 5th August-1992 with the Vibrant Motto of quotation "TO TEACH IS TO LEARN TWICE". The Kaliabor College of Education also has vision, which is enlightening for establishment of this institution as centre of excellence for Teachers Training.

As a part of curriculum and syllabus the College has Conducted Special field trips, demonstration on pot painting, poster making, script writing, conference, Webinar, craft making etc. Including these the College organizes the relevant Co-Curricular activities like: Creative writing, debate Competition and sports week.

As a premier teacher's education institution in Nagaon district, the management body, faculty and well-wishers are leaving no Stone unturned for achieving the goal set by the college. Currently, the College has been offering 2-year B.Ed. Course, affiliated to Gauhati University, 2-year D.El.Ed. Course affiliated to SCERT Assam and B.A (FYUGP) 4 year degree Course affiliated to Gauhati University. The College has a strong vision, which is to ensure the quality academic environment by utilizing, Seminar, Workshop, Art and Drama performance different activities of visual arts and information Communication Technology (ICT). Including those, the College also organizes orientation program, social service, self-defense classes for girl's students, Yoga demonstration time to time.

## **Research and Outreach Activities**

As research is one of the most important part and parcel in a teacher's profession. So every educational institution should encourage teacher to participate in research activities like Writing articles for research journal and professional enrichment in the same way. Kaliabor College of Education organizes workshop relating to professional development of both in-service and pre-service teachers. Workshop is organized keeping in view of various themes like teaching skill, quality of a good classroom management, technique of assessment and evaluation, teaching learning materials , Art and Drama, important of Yoga in daily activities.

The teacher training institution's main aim is to promote quality teachers who will be able to produce a productive and efficient students for the future students. The College also encourages the teacher training to participate in various activities related to research work like attending workshop, Seminar, Conference and also in extension programme Like quiz Competition, debate and symposium and awareness programme etc.

In regards to the research activities and paper presentation most of the teacher have written articles in various journal, magazine etc.

In order to encourage the teachers to enrolled in research work, the college faculty facilitate study leave and one of the teacher is Carrying her research work.

For innovative teaching learning process the teachers uses various teaching technique like presenting the topic through projector in MS power points. Through arts and drama some creative works like clay modeling, flower making, pot making is also being carried out by the teacher trainees.



In various extension programmes are conducted by College every years in order to impose the teachers society mobilize- facilitator and society changes.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	KALIABOR COLLEGE OF EDUCATION
Address	P.O - KUWARITOL, P.S- KALIABOR, DIST- NAGAON
City	Nagaon
State	Assam
Pin	782137
Website	<a href="https://www.kaliaborcollegeofeducation.org.in">https://www.kaliaborcollegeofeducation.org.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	TILESWAR KUMBANG	03672-295525	9366278485	-	principalkaliabor1992@gmail.com
IQAC / CIQA coordinator	LIPIKA KALITA	-	7002632175	-	lipikakalita67@gmail.com

Status of the Institution	
Institution Status	Private

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Assam	Gauhati University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	26-02-2020	2030	Permanent

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O - KUWARITOL, P.S- KALIABOR, DIST- NAGAON	Rural	3.3	6453.52

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education,Teacher Education institute	24	Graduation	English,Assamese	100	100
UG	BA,Arts,	48	HS	Assamese	120	44

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				25			
Recruited	0	0	0	0	0	0	0	0	4	21	0	25
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				25			
Recruited	0	0	0	0	0	0	0	0	4	21	0	25
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	7	1	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	7	1	0	8
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	4	0	4
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	4	21	0	25
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	38	0	0	0	38
	Female	162	0	0	0	162
	Others	0	0	0	0	0
Diploma	Male	14	0	0	0	14
	Female	86	0	0	0	86
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	2	1	3	2
	Female	3	4	15	14
	Others	0	0	0	0
ST	Male	2	2	5	3
	Female	6	12	11	13
	Others	0	0	0	0
OBC	Male	11	8	9	8
	Female	52	32	49	44
	Others	0	0	0	0
General	Male	4	10	12	12
	Female	20	31	46	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>100</b>	<b>100</b>	<b>150</b>	<b>150</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Kaliabor College of Education (KCE) started B.ED. in 1992, as per the guidelines of Gauhati University (G.U). Accordingly the college started one year B.ED. course in 1992-93 session as per direction of NCTE for converting itself into an institution for the courses of Teacher Education of of multiple disciplines . The college got recognition by the NCTE for two year B.ED. course in the year 2015 and obtained NOC for B.ED. course from the state government of Assam. The college started D.El.Ed. w.e.f 2022 after getting recognition from NCTE and NOC from SCERT, Assam. Eventually, the college obtained NOC from state government to run 4 year ITEP(BA.B.Ed) and permission from G.U for BA</p>
---	--



	<p>course w.e.f. 2021. Throughout these years the institution has successfully design educational strategy that brings together multiple disciplines to create a holistic learning experience.</p>
2. Academic bank of credits (ABC):	<p>Right now we have no digital platform for data management through ABC for educational flexibility and streamlines credit transfer . But we have already started work on in it . However our institution has an Academic council in the college to observed all-round academic environment. The college has not yet developed digital portal for the students and faculties for record keeping of digital contain concerning all academic matters, because of financial constraints. However it is planning to set up digital portal system in near future.The college has appointed a senior most faculty to look after Examination related matters , Morning Assembly , Class routine etc. to ensure smooth execution of daily activities . The college has also appointed and academic in-charge to look all academic matters to ensure quality academic achievement. An Academic committee is also constituted in the college</p>
3. Skill development:	<p>As the present competitive world demand skillful human resource for the global labour market, to prepare our trainees with different skills . The institution has provided courses like clay modeling (Terra cotta), Based out of waste , Food Preservation (pickle ), Manuscript Painting , Restoration-Preservation and conservation of cultural heritage as add-on courses. The college used to organize seminar, workshop, orientation program and group discussion in connection with internship program, teaching practice, teaching methodology, demonstration of class teaching, Yoga Meditation to prepare our trainees as a skilled resource teacher .</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The college has been permitted by the affiliating body to introduced method paper in B. ED, D.El.Ed and B.A such as Assamese, English, Social Science, Science, Math, History and for B.A course the major paper of Education. The curriculum is framed by the affiliating body keeping in view the important of Indian Languages and culture. D.El.ED. and B.A students are taught in both Assamese and English medium so that they can understand the contents of the syllabus easily which comprises Indian culture, social norms, Indian language. During the pandemic</p>

	situation students are given education through online mode
5. Focus on Outcome based education (OBE):	Kaliabor college of Education conducts seminar, field trips, internal Assessment, sessional test, orientation program on continuous basis with view to improve their performance. Faculties visit the neighboring schools to supervise our teacher trainees who are deputed for internship program. Syllabus review meeting is held in the last part of every month for the purpose of providing quality teaching and completion of syllabus. The curriculum and the syllabus are prepared by affiliating bodies such as GU & SCERT.
6. Distance education/online education:	Previously Kaliabor college of Education offered D.El.ED. to the in-service teachers through offline mode under KKHSOU , NIOS and SCERT. Recently SCERT has permitted to start regular mode D.El.ED. courses from the session-2022 onwards. The college was granted study Centre by the concern higher authority. Through this distance education course in-service teachers had got the platform to develop their teaching skills in a more relevant way .

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NA
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NA
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NA
4. Any socially relevant projects/initiatives taken by	NA

<p>College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>NA</p>

## Extended Profile

### 1 Students

#### 1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	100
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
37	37	37	37	37
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	98	98	98
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2023-24	2022-23	2021-22	2020-21	2019-20
96	98	97	97	95
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	100	100	100	98
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	24	16	16	16

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

## 2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
24	24	16	16	16

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

## 3 Institution

### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
144.4	117.5	56.90	73.50	74.70

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

### 3.2

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

#### Response: 22

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

##### 1.1.1

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

**Response:**

Kaliabor college of Education was established in the year 1992 which is affiliated to Gauhati University since 1993. The college is currently running three courses namely B.Ed., D.El.ED and B.A . The B.ED. course is permanently affiliated to Gauhati University. The D.El.Ed is affiliated to SCERT Assam since 2022 and the B.A courses also affiliated to Gauhati University since 2023.For B.Ed. and B.A the college implements the curriculum provided by the Gauhati University and for D.El.Ed the college implements the curriculum of SCERT Assam . The Kaliabor college of Education, in its capacity design and prepares academic calendar in the starting of each academic session to ensure proper and effective implementation of curriculum. The mechanism followed by the college for effective delivery of the curriculum is described in points below:

Academic committee:

The academic committee of the college comprises of Principal, all faculties, Member from supporting Staff of the college and advisers .The academic committee looks after the overall academic activities of the college . The college, under the direction of Academic committee conducts Internal Evaluation, Action Research Projects, four months Internship classes , Demonstration classes of trainees, Practical Examinations, Assignments and Seminars.

Time-table:

The college has a flexible time-table indicating allotment of time and classes . Time-table is important to ensure that each classes has only one faculty during learning hours of a particular period.

Different sub-committees:

The college has effective mechanism for implementation of curriculum for that the college has different sub-committees namely- The Examination committees, Women Empowerment Cell, Anti-Ragging Cell, IQAC Cell, Grievance and Redressal committee, Guidance and Counseling Cell, Placement Cell and Academic Committee.

**Academic progress report:**

The college also has mechanism for reviewing of curriculum progress. The academic committee conducts regular staff meeting in the last week of every month to receive curriculum progress report from the teachers. The college also organizes seminars, workshops and orientation programmes time to time for effective delivery of curriculum.

**Academic calendar :**

The college has a well-documented academic calendar. The Academic committee has primary responsibilities designing and drafting of academic calendar, which is being prepared in the beginning of each academic session. The Academic committee is also responsible for effective implementation of Academic calendar.

**Assessment and Evaluation:**

The college has a mechanism for effective and continuous evaluations. The college conducts yearly evaluation, semester and sessional evaluation yearly and semester examination are conducted as per the direction of Gauhati University and SCERT Assam. The internal evaluation are conducted by the Examination Committee of the college under the direction of Academic Committee for the smooth ensuing of internal examination and record keeping the college has one senior faculty as Examination In-charge .

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

**1.1.2**

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

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



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

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

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

### 1.1.3

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

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

**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 54.12

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	8	10	10	7

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	16	16	16	16

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

**1.2.2**

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

**Response:** 0.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	1	0	0	0

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

**1.2.3**

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

**Response:** 30.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
133	20	0	0	0

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

**1.2.4**

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

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

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

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

**1.2.5**

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

**Response:** 13.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	69	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificates/ evidences for completing the self-study course(s)	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

**Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas**

**Response:**

Subjects related to professional Ethics, Gender, Human values. Environment Education and sustainability are incorporated into the schemes of various Courses Prescribed by Gauhati University. As mandated by NCTE, Induction programme for inculcating universal Human values for 1st year students is conducted through various activities prescribed in curriculum.

**A FUNDAMENTAL UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION:**

To give the understanding about the field of teacher education, number of efforts are made by the institution like, Induction/orientation programme is conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed and D.El.Ed programme, the syllabus is introduced to the Students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher Education. This all is oriented to them by the principal of the institute. In the same direction numbers of expert talks are arranged for the students and the resource persons are Invited from the field of Teacher Education like principals of different schools, members of different eminent organization, who make the students aware about the field of teacher education by talking on different topics related to teaching profession.

**PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS THAT ARE SPECIFIC TO ONE'S CHOSEN SPECIALIZATION:**

To curriculum followed by the institute which is affiliated to Gauhati university helps students to gain

systematic knowledge, and develops different skills through the courses like, skill of development programme which include Micro teaching skills like skill of set induction, skill of questioning, Skill of Illustration with Example, skill of Black board writing skill of stimulus variation and reinforcement and integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen preparing activity based lessons plans, conduct of lessons based on new ideas such as Technology based lessons, Team-Teaching Lessons and Models of teaching based lessons organizing exhibitions. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group discussion problem solving providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is done of all the activities involved in these which help in the holistic development of our Student teachers. This procedure is followed Systematically every Year.

### **CAPABILITY TO EXTRAPOLATE FROM WHAT ONE HAS LEARNT AND APPLY ACQUIRED COMPETENCIES:**

The curriculum aspects of courses at the institute are governed by Gauhati university which provide opportunities of application based learning to student teachers. Through different courses like Teaching Learning competencies which include Reading and Reflecting on text, this enable student teachers to enhance their capabilities as readers and writers by becoming participants of reading and apply these acquired competencies in actual classrooms. Another course is a part of the curriculum which is very essential in today's scenario is learning to use computers, this course provides opportunity to student-teachers to learn and prepare Multimedia Presentations which is an essential requirement of their professional life. The students make assignment on preparing Blue-Print and constructing achievement test.

### **SKILLS/COMPETENCIES SUCH AS: EMOTIONAL INTELLIGENCE, CRITICAL THINKING, NEGOTIATION AND COMMUNICATION SKILLS, COLLABORATION WITH OTHERS, ETC.**

The institute emphasizes strongly on developing different skills among the students. The transaction of various course at the institute has strong the students.

For developing Emotional Intelligence the course on understanding the self focus on aspects of development of the one's inner self, revisiting childhood experiences - influences, Imitation and potentials- while empathizing with one's childhood and also the childhood experiences of one's peers.

Research projects are done by the students where students work on solving problem and develop their critical thinking.

<b>File Description</b>	<b>Document</b>
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 1.3.2

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

#### **Response:**

#### **Development of School System**

The curriculum covers the theoretical aspects exhaustively. The programme gives a broad perspective of various boards such as, Board of secondary education Assam (SEBA) and Central Board of Secondary Education (CBSE).

#### **Functioning of Various Boards of School Education**

The educational thoughts of both Western and Indian thinkers are incorporated in the syllabus familiarizing the students in epistemological bases of curriculum of the school system. Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. In house innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity.

#### **Assessment Systems:**

The methodology paper, ‘assessment for learning’ and ‘assessment of learning’, achievement record caters to the various forms of assessment of different boards. Credit based evaluation, open-book examination, design of rubrics for CCE model are modeled focusing on diverse boards, thus aligning with the norms & standards of National & local standards. The students develop and implement programs that deal with diversity and inclusivity.

#### **Norms and Standards:**

The differences in choice based credit assessment are analyzed from various contexts. Students are familiarized with the global norms and standards for teaching and evaluation. A shift from the Western perception of taxonomy of human behavior is perceived and the functional differences in Indian classrooms are oriented. Academic standards for teaching – learning – evaluation are articulated and revised as per the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banklets, scholastic achievement tests are all familiarized as per the functional differences.

### **State-wise Variations:**

The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes. Proficient in adopting the revised Bloom's taxonomy and familiar with learning indicators as given by NCERT/ SCERT in designing classroom assessment techniques and international perspective such as National Science Standards and UNESCO Science Education “Current Challenges in Basic Science Education” are also considered.

### **An International and Comparative Perspective:**

Country-wise and State-wise variations are familiarized in the diversities of the school system and assessment patterns. Western Vs. Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations, functions and forms of different boards and function of the international school system with indigenous practices. A cyclic approach is adopted to place student teachers in schools of different boards in different semesters. Provision for in-house transaction of curriculum deliberately permeates to the local background realities to study type of schools, learning styles, and the diversified requirements of the State. Some of the issues emerged from dissertations, case studies and action research are familiarized with students.

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

### **1.3.3**

**Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**



**Response:**

From the institution's establishment in 1992, the institution provides Teacher Training Programmes. The institution provides holistic education to trainee teachers.

The institution places emphasis on theoretical understanding as well as practical skills enhancing both theoretical and practical aspects. The institution places equal emphasis on theoretical understanding and practical understanding of teaching methods, skills, communication and evaluation. The trainee teachers are well equipped with the knowledge as well as skills necessary for their careers.

The institution tries to enable trainee teachers ready for their professional field. The concepts of teaching, teaching methods, teaching aids etc. are apparent in the subject ' Teaching Approaches And Strategies '. The trainee teachers are taught designing lesson plan, preparation of teaching aids etc. Micro teaching skills are taught helping trainee teachers to apply these skills in real classroom setting. The concepts of evaluation are taught and preparation of achievement test is also taught.

The institution incorporates practice teaching and teaching internship as an integral part of the Teacher Education Programme. During these periods, the trainees are placed in real classroom settings. The hands-on-experience allows them to gain insight into real challenges and opportunities in the teaching profession.

The subject of ICT provides practical learning and hands-on-experience to trainee teachers acquiring computer literacy enabling them to use ICT as learning resource in educational field. The trainee teachers are also taught the concepts of action research and utilization of action research for solving problems arose in educational field along with providing practical knowledge on preparing action research project.

The pedagogy subjects such as Teaching of Social Science, Teaching of English etc. are taught providing knowledge and skills required for teaching these subjects. Both theoretical and practical understanding are well equipped in teacher trainees.

A few participating activities to mention are :

- Writing article for the college magazine
- Designing lesson plans
- Preparation of Achievement Test
- Preparation of Action Research project
- Art Orientation Programme
- Workshop on Micro teaching
- School internship
- Field trip

Each and every part of the curriculum helps in professional development of the trainee teachers.

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

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

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

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

### 1.4.2

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

**Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Average Enrollment percentage of students during the last five years..**

**Response:** 99.6

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

#### 2.1.2

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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
37	37	37	37	37

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>

#### 2.1.3

**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 4.02**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
14	6	0	0	0

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

**2.2 Honoring Student Diversity****2.2.1**

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

**Response:**

Students are admitted on merit basis. Those qualified students in the entrance test (GU BEDCET) conducted by parent university (Gauhati University) are admitted in Kaliabor College of Education. Although admissions are on merit, the college carries out separate assessment to understand the larger spectrum of their learning levels and organise special programmes for advanced learners and slow learners.

The institution has made the following provision:

Face to face interview with the Principal in presence of faculties, interaction with parents are conducted during admission process and questionnaires administered to students to know their necessities for the completion of course.

Content test conducted at the beginning of the course to identify students' knowledge in respective methodologies. Based on the assessment, in the content test in different methodologies, remedial activities, mentoring and enrichment programmes are offered.

Induction programme begins with assembly wherein the seniors conduct prayer service followed by a warm welcome to the fresher's gathered. Interaction with Principal and faculties with students, self-

introduction, orientation about college and Departments are regular practice in the college. Ice- Breaking session, Physical Activities, Literary Activities, Syllabus Orientation, Visit to Schools, Talks by professionals which include alumni on various themes, plantation are the integral part for smooth conduct of whole program.

Areas like communication skills; computer knowledge and personality development sessions are conducted and assessed thereafter. Provision of selection of the optional subjects in accordance to student's abilities, interest and hobbies are also taken into consideration.

A series of talent search programmes in various fields i.e. sports, dramatics, cultural, yoga are organized every year in order to discover the hidden talents and potentialities of the students through annual college week. Literary and art orientation programmes are conducted and the best literary writings are selected for annual College magazine "Mouchak-The Hive" and wall magazine. Assessment techniques are used to identify the special abilities, personal feelings, personal goals, achievements, strengths and drawbacks, etc. The skills of the students are credited and Strength, Weakness, Opportunity, Threat (SWOT) analysis is done at individual level too.

During the academic session personal assessment is conducted through mentor who meets at regular intervals to make students remain conducive to learning and handle the pressure that arises during their programme.

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

### 2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**

**7. Multilingual interactions and inputs****Response:** B. Any 4 of the above

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

**2.2.3****There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students****Response:** As an institutionalized activity in accordance with learner needs

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

**2.2.4****Student-Mentor ratio for the last completed academic year****Response:** 11.11**2.2.4.1 Number of mentors in the Institution**

Response: 09

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

**2.3 Teaching- Learning Process**

### 2.3.1

**Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

Students learn best when educators appeal to different -learning styles at the same time. Kaliabor College of Education uses different-teaching strategies allow teachers to be flexible and adopt their approaches based on the needs of every trainees. Presenting trainees with multiple strategies, rather than just one strategy, Constantly led to improved performance.

(i) Experiential Learning- Experiential learning is the process of learning through experience and is more narrowly defined as "learning through reflection on doing".

I hear and I forget, I see and I remember, I do and I understand ~ Confucius,

450 BC.

Experiential learning opportunities exists in the college in a variety of course and non -course - based forms and it includes community service, undergraduate research, culminating experiences such as practice teaching, internship, peer teaching observation, group discussion, model-making, projects, action research, collaborative learning to name a few. It also includes field trips, visiting a museum, awareness camping, field works which helps the students to learn by their own as it boosts their creativity as well as building sympathy to the

community people.

Where trainees participate in experiential education opportunities, they gain :-

- ? A better understanding of course material
- ? A broader view of the world an appreciation of community.
- ? Insight into their own skills, interests, passions and values.
- ? Opportunities to collaborate with diverse organization and people.
- ? Positive professional practices and skill sets.
- ? Self-confidence and leadership skills.

(ii) Participative Learning :- Participated learning can be used to gain an in depth

understanding of a community or situation. Kaliabor college of Education organized Games and sports,

cultural and

literary activities, art and drama plays a vital role in formation of a positive personality within the trainees. Developing from the motor skills with the help of

various sports to the cognitive development by participating in literary programs, the trainees flourish in various factors. Participating in cultural activities like singing and dancing, aiding language development, sound recognition and pattern learning. Role playing helps them to provide real world scenarios as well as to better understand of the world around them. The trainees expand their life experiences, practice social skills such as team work, sharing and taking turns and they expand their way of thinking. Art form like terracotta making, manuscript painting gives huge contribution to the human civilization.

(iii) Problem solving methodology :- Action research is a research method that aims to simultaneously investigate and solve an issue. In other words, as its name

suggests, action research conducts research and takes action at the same time. In B.Ed. 2nd Year which have practical educational contexts, this involves using systematic inquiry and reflective practice to address real world challenges, improve teaching and learning, enhance student engagement and drive positive changes within the educational system.

Action research is highly adoptable by the B.ED. 2nd Year trainees allowing to mold their analysis to their individual needs and implement practical individual level changes. Done correctly, action research can be very empowering, informing

social change and allowing participants to effect their changes in ways meaningful to their communities.

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

### 2.3.2

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

**Response: 0**



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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

### 2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

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

Response: 100

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

### 2.3.4

ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

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

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 2.3.5

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

##### **Response:**

Kaliabor College of Education made efforts for continual mentoring for the students studying in the college. College has established a Mentor Mentee committee in which the student and the teachers work together for developing their academic and professional abilities. To sustain and effective mentoring relationship, faculty members recognize, reflect on and connect with different learners. The institution also provides a variety of value added course for students to further develop their interests and intellectual abilities and empower weak students.

In this regarding efforts are made by the mentors in different aspects:

#### **1. WORKING IN TEAMS:**

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams, guidance is provided to students like:

- Developing student's listening and speaking skill.
- Having positive attitude towards thing.
- Focusing on strength of team members.
- Sharing Responsibilities with colleagues.

#### **1. DEALING WITH STUDENT DIVERSITY:**

Being future teachers it is very important for students at kaliabor college of Education that they should know how to deal with student diversity in actual classroom environment. Thus Mentors suggest

different way to deal with student diversity:

- Provide remedial classes to weak students.
- Provide additional support to moderate learners.
- Provide enriching material to fast learners.
- Engage students in collaborative task.

### **1. CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES:**

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor guide would be teachers of the same:

- Respect people
- Find a way to get along with everyone at work place.

### **1. BALANCING HOME AND WORK STRESS:**

Being in any profession brings lots of responsibilities along with it. After completing B.Ed students enter school and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the student's does not suffer with any of such Stress.

- Be realistic at home and work place
- Practice mediation and yoga.
- Be efficient with your time.

**1. KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE** keeping oneself updated with recent developments in education and life is very important for intellectual development.

- Read Educational journals, magazines etc.
- Follow the news in the world.
- Guiding Students for use of computers.

Thus, Mentors maintain a cordial relationship with the Mentees and are always inclined to help in developing the professional of their students.

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

### 2.3.6

**Institution provides exposure to students about recent developments in the field of education through**

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

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

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

### 2.3.7

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

**Response:**

In Kaliabor College of Education all the facilities available in the college is being used judiciously to make the teaching learning process focused on creativity, innovativeness, rational thinking competency

Inculcation, acquisition of life skill and inculcation of values Teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes. Career opportunity announcement, selected techno-pedagogic content knowledge analysis question discussion, familiarization with books, etc in the organizational period. Morning Assembly is a daily routine in this College which starts at 9:30 AM. The students and faculty gather in a common ground to pray for a positive beginning of the day. All disciplines in the college have taken initiative to make teaching learning process more live, learner centered, student centered and proactive. There is a provision to full-fledged computer lab which provides the student proper access to the internet connectivity. Our teachers follow various innovative teaching method to make teaching learning more interesting. Students are always encouraged to take full advantage of the various opportunities offered at college.

### **Creativity, Innovativeness:**

The teaching learning process at Kaliabor College of Education to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas. The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, role plays, dramatization, etc. INNOVATIVENESS Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new.

### **Intellectual, thinking skills, life skills:**

Through the practical course of Art & Drama in Education students at Kaliabor College of Education get the opportunity to think intellectually and create scripts for dramatization, and prepare scripts for street play/skits. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

## **2.4 Competency and Skill Development**

### **2.4.1**

**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

#### **1.Organizing Learning (lesson plan)**

- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

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

<b>File Description</b>	<b>Document</b>
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### **2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**

**11. Exposure to Braille /Indian languages /Community engagement****Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Attendance sheets of the workshops/activities with seal and signature of the Principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.3**

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

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

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

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.4**

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

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

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

#### 2.4.5

**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.6

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

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



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

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

#### 2.4.7

**A variety of assignments given and assessed for theory courses through**

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

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

<b>File Description</b>	<b>Document</b>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

#### **INTERNSHIP PROGRAMME PLANNING AND PREPAREDNESS**

As part of our commitment to providing practical, real-world experience to our students, we have systematically planned an internship program with the necessary preparedness to ensure its success. Below are the key aspects of our preparatory efforts:

#### **1. Selection/Identification of Schools for Internship: Participative/On Request**

We have carefully selected schools for our internship program through a participative approach,

incorporating feedback from faculty, students, and industry partners. This method ensures a diverse range of opportunities that align with our students' fields of study. Additionally, we have considered requests from schools that demonstrate a need for interns and can provide a supportive learning environment. Our criteria include the school's capacity to offer meaningful engagement and relevant experiences to our interns.

## 2. Workshop to Students Going for Internship

Preparing our students for their internships is a critical step. We organize Micro teaching workshop in every sessions that provide an overview of the program's objectives, expectations, and necessary skills. These sessions emphasize professional conduct, time management, and the importance of feedback. To further support our students, we provide a handbook detailing these points and invite past interns to share their experiences and advice.

## 3. Defining the Role of Teachers of the Institution

Our teachers play a vital role in the internship program, acting as mentors and supervisors. We clearly define their responsibilities, which include overseeing the internship process, providing academic support, and conducting regular check-ins with both the students and the host schools. Teachers are also involved in assessing student performance and guiding their professional development. We offer training sessions and workshops to ensure our teachers are well-equipped to fulfill these roles effectively.

## 5. Exposure to a Variety of School Setups

To offer a well-rounded experience, we ensure our students are exposed to a variety of school setups, including public, private, urban, and rural schools, as well as different educational levels. This exposure helps our students understand diverse educational environments and challenges, broadening their perspectives and adaptability.

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

### 2.4.9

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

**Response:** 10

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

**Response:** 10

<b>File Description</b>	<b>Document</b>
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>

**2.4.10**

**Nature of internee engagement during internship consists of**

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

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

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

**2.4.11**

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

1. Preparatory Phase and Teaching Phase:

During admissions, the Principal and Faculty of the Institution meets the enrolled students to observe their attitudes and dedication towards the teaching profession. A pathway is laid during the induction programme to induce the teacher's behavioral components. Everyday assembly is a platform for the trainees to reflect on teachers' role and responsibilities to instill the fundamentals of this career towards the society. These initiatives are a deliberate effort to align them into this profession.

#### Teacher Educators Role:

They assist student teachers in planning period plans, lesson plans, assessment tools and content development. Demonstrating lessons by the teacher educators are all modeled. B.Ed. internship programmes in schools integrate hands-on experience with theoretical bases preparing students for a smooth transition to the professional front. The teacher educators identify schools, orient them to apply theoretical, pedagogical & practical knowledge during the internship. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. The teacher educators serve as a liaison with the special school personnel.

#### Role of Peers:

Peers with the same lessons sit together to conceptualize ideas contextually and sustain one another during the course.

#### 1.School Phase and Teaching Phase:

**Role of School Principals:** They monitor discipline, conduct, completion of class schedule, substitution classes allotted, cohabitation skills, participation in all school programmes, attesting on completion of projects and dynamism of the student teacher trainees.

**Role of School/ Master Teachers:** As the internship phase draws near, the institution plans ahead for allotting schools to the student teachers. The students approach their respective methodology master teachers as instructed by the school principals. The master teachers assign the lessons to be taught for the month earmarked by the government. The division of lessons into periods, number of classes to be allotted for specific activities, how to give homework that could encourage active participation, conducting unit and slip tests, monitoring the test items to be included in the test papers as well as the content knowledge. They render psychological support too. At times, students' absence is also brought to the notice of the college principal. After the students have returned from their respective schools, feedback is obtained regarding the students' teaching and interaction.

#### Teacher Educators Role:

Other than academics, principal and teacher educators are at their service in all circumstances.

Role of Peers: Students assigned in the same school give emotional- physical support.

**1.Reflective and Improvement Phase:**

Role of Teacher Educators / Master Teachers: The reflection from the school teachers are interpreted to review the gaps to adopt new strategies suitable to schools as per their requirements.

Role of Self: Every student teacher assesses their own growth from year I to II, through a reflective analysis and improves upon themselves through peer assessment process from their peers and students. The reflective journal and portfolio projects, students are monitored and credited based on their self-worth.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.12**

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

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

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

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

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.13**

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

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

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

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

**2.5 Teacher Profile and Quality****2.5.1**

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

**Response:** 100

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

**2.5.2**

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

**Response:** 20.83

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

Response: 4

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

**2.5.3**

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

**Response:** 2.75

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

Response: 66

**2.5.4**

**Teachers put-forth efforts to keep themselves updated professionally through**

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

**Response:**

Different talk on NEP-2020 ,Workshop and Lecture on Art Integrated Education and NEP-2020, NEP-Orientation and sensitization programme , NEP and inclusive Education , NEP and education for child with special needs has been conducted by the faculty memebrs of Kaliabor College of Education to share information with other educational institution on policies .

Summary-The National Education Policy 2020 of India aims to transform the educational landscape by focusing on holistic, flexible, multidisciplinary education suited to the needs of the 21st century. In school education, NEP 2020 introduces significant changes such as the restructuring of the school curriculum and pedagogy to integrate a 5+3+3+4 design corresponding to the stages of cognitive development in children.

Summary -Art Integrated Education is an innovative pedagogical approach that uses various forms of art as a medium to teach academic subjects.. The National Education Policy 2020 of India recognizes the significance of Art Integrated Education and promotes its incorporation into the school curriculum.

Summary: The programme organised by Tezpur University, different themes and aspects were discussed

keeping in view the present educational scenario. The programme involve holistic development and multidisciplinary approach, governance and education in higher education, modern techniques of ICT in education.

Summary - The New Education Policy 2020 is a remarkable policy in Indian Education System with an aim at rising committed, Inclusive and diverse society as realized by our constitution. Policy emphasized the equal right to education. It highlights the important features or policy goals towards Inclusive education with regard to disability perspective.

Summary -. Open Educational Resources is one of the most crucial means to provide free and accessible education to all and an effort to digitalize the current education system through technology enabled teaching learning environment. Therefore, present study aims to highlight the importance of utilizing Open Educational Resources by the teachers.

Summary -Inclusive education is a progressive approach to provide equal learning opportunities for all students, irrespective of their physical, intellectual, social, emotional. This policy recognizes the need to create an educational environment that accommodates the varied needs of students

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

## 2.6 Evaluation Process

### 2.6.1

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

##### **Response:**

Provision of quality education has become indispensable for educational institutes all over the world. Quality education requires an effective teaching and learning environment both inside and outside of the classroom. An effective learning environment in the college always motivates and stimulates the trainees in the learning process. Inside the classroom, this can be achieved by capturing student's attention, transferring the subject knowledge, maintaining student's interest and using classroom assessment to monitor, measure and improve learning.

**Learning Assessments** - In the learning process, assessments of and for learning are both important. The assessment of learning by helping the trainees learn more. The college uses the classroom assessment process and the information about student achievement to enhance student learning. Formative assessment is done during the teaching in the form of surprise quizzes, questioning in the classroom, teacher observation and presentation, peer-teaching, class assignments etc. While summative - assessment is done at the end of semester, when the complete course is discussed. It sums up what students have learnt. Familiar examples of summative assessment includes final exams and final course projects. Where in diagnostic evaluation the systematic appraisal of a trainee's functional level in various domains such as educational, social and psychological to determine the nature and extent of treatment or



services which may be required to meet the needs of the trainees.

**Effective of evaluation system:** Effectiveness evaluation is a process of assessing the extent to which a program, policy or intervention achieves its intended objectives or goals. The primary purpose of effectiveness of evaluation in the college is to measure the outcomes and impacts of a program to determine whether it is producing the desired results and meeting the needs of the target population.

**Innovative evaluation Process** – in the innovation evaluation process, it assesses the effectiveness, impact, and feasibility of new ideas, products, or processes. Indeed, traditional pen and paper exams hold significance, but they come with inherent limitations. Therefore, educational institutions must embrace innovative assessment methods to enhance students' employability and practical knowledge. It's high time we consider alternatives to the conventional pen and paper exams.

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

### 2.6.2

**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

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

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

### 2.6.3

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

##### **Response:**

The Grievance Redressal System at Kaliabor College of Education is a structured designed to address and resolve issues faced by students, faculty, and staff in a timely and equitable manner. This system plays a crucial role in maintaining a positive academic environment

##### **Submission Process**

The first step in the grievance redressal process is the submission of the complaint. Grievances can be submitted through physical submission. This flexibility in the submission process ensures that all members of the college community have easy access to the grievance system, thereby encouraging them to voice their concerns without hesitation.

##### **Acknowledgment**

Once a grievance is submitted, it is promptly acknowledged by the Grievance Redressal Cell. The acknowledgment process is swift, ensuring that the complainant is aware that their issue has been received and is being taken seriously..

##### **Preliminary Assessment**

After the acknowledgment, the grievance undergoes a preliminary assessment by the Grievance Redressal Cell. During this stage, the grievance is categorized based on its nature and severity. This categorization is crucial as it determines the subsequent steps that will be taken to resolve the issue. By systematically assessing and categorizing grievances, the college ensures that each issue is handled appropriately.

##### **Forwarding to the Principal**

Following the preliminary assessment, the grievance is forwarded to the Principal of the college. The

Principal plays a key role in the grievance redressal process as they are responsible for reviewing the grievance and initiating the necessary actions to resolve it

**Resolution**

Once the Principal has reviewed the grievance, appropriate measures are taken to resolve the issue. The actions taken may vary depending on the nature of the grievance, but the ultimate goal is to ensure that the issue is resolved in a fair and satisfactory manner

**Communication**

After the grievance has been resolved, the complainant is informed of the actions that have been taken. This communication is a critical aspect of the grievance redressal process as it ensures transparency and keeps the complainant informed throughout the process. By providing clear and timely communication, the college demonstrates its commitment.

**Monitoring and Feedback**

The grievance redressal system at Kaliabor College of Education includes a robust monitoring and feedback mechanism. Periodic reviews of grievances and the actions taken are conducted to ensure that the system is functioning effectively. Additionally, the Principal submits quarterly reports detailing the grievances received and the resolutions provided.

The Grievance Redressal System at Kaliabor College of Education is a well-structured and transparent process designed to address and resolve grievances efficiently and fairly. By ensuring timely and effective resolution of issues, the system contributes to the overall well-being and satisfaction of the college community, fostering a positive academic environment..

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

**2.6.4**

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

**Response:**

Before the commencement of the academic year, the Institution prepares an ‘academic calendar’ containing the relevant information regarding the teaching learning schedule, various events to be organized, dates of internals and examination, inter year/semester break etc. As attendance is mandatory,

the internship programme & practicals are followed as scheduled. The academic calendar follows the NCTE norms and Gauhati University norms. Some activities like orientation & field work, practicals and showcasing of projects are not included in the academic calendar as the schedule is prepared by experts and earmarked meticulously. The Examination Committee monitors the overall internal assessment process and moderation if needed. The controller of examination ensure transparency and accountability of the conduct of internal evaluation. Further, at every step the following are ensured in compliance with the internal evaluation process:

**Faculty:** Autonomy is accorded to the faculty members not only in the conduct of internal evaluation but also in preparation of the format, content and approach. During holidays the members of the IQAC cell also engage the students in different community programme, undertaken in the local area that are recorded. For optimization of Learning students are being engaged to field works and research works whenever convenient.

Internship programmes are scheduled to assess the student teacher's progress and improvement in teaching skills. The in-house teaching programmes of micro teaching and innovative teaching are scheduled by experts. Students' participation in compering, competitions, national, state festivals and other events are counted for the purpose of grading in co-scholastic domain.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

Programme learning outcome (PLOs) and Course Outcomes (CLOs) are prescribed by Gauhati University and Kaliabor college of Education is affiliated college with Gauhati university. PLOs and CLOs are important component of the college's vision, mission and objectives. The institution has effectively stated and disseminated the programme outcomes, program - specific results, and course outcomes. Teachers, whose primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice, work experience of this nature can be accumulated from real life experience. In addition, Students will learn a variety of modern life Skills, including logical reasoning, problem-solving, cognitive abilities self directed learning etc.

The learning objectives are presented in a variety of ways:

At the beginning of Academic year during orientation programme students are briefed about PLOs and CLOs. The Teacher educators also knowledgeable about the objectives for learning for each subject they

are teaching. A number of stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards towards skill oriented and Value based courses.

The college has a set mechanism in place to ensure that stated PLOs and CLOs are aligned throughout the year by course teachers in the following ways :

Continuous internal assessments are performed regularly and student grades are recorded, helping to predict their academic progress. Appropriate teaching methods are used to achieve effective learning outcomes.

Participation in various classroom activities Such as group discussion and also in extracurricular activities such as morning assembly, awareness camps etc.

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

## 2.7.2

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

**Response:** 97.77

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

2023-24	2022-23	2021-22	2020-21	2019-20
96	98	97	97	95

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

### 2.7.3

#### **The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements**

##### **Response:**

##### **Introduction**

This report highlights the success of Stutee Pegu, Rahul Bora, Silpi Sikha Gayan, Pulin Chutia and many other graduates of Kaliabor College of Education from 2022 & 2023 who has embarked on a successful career in the teaching profession. This analysis explores the educational journey of Stutee Pegu, Rahul Bora, Silpi Sikha Gayan, Pulin Chutia the impact of their training at Kaliabor College of Education and their achievements in the field of education.

##### **Educational Background**

Stutee Pegu, Rahul Bora, Silpi Sikha Gayan and Pulin Chutia graduated from Kaliabor College of Education with a Bachelor of Education (B.Ed). During their time at College received comprehensive training in pedagogical theories, instructional strategies, curriculum development, and classroom management. The program also included practical teaching experiences, which provided them with hands-on skills essential for a successful teaching career.

##### **Initial Career Path**

Upon graduation Stutee Pegu began her professional journey as a Graduate Teacher(Arts) under Govt. of Assam at Nabhanga Bapuji High School, Rahul Bora began his professional journey as a Lower Primary Teacher under Govt. of Assam at Gyan Jyoti LP School. Silpi Sikha Gayan began her professional journey as a Primary School Teacher under Govt. of Assam at Hatisung MVS. Pulin Chutia began his professional journey as a Lower Primary Teacher under Govt. of Assam at Dimow Dem LP School. This initial role provided them with the opportunity to apply their academic training in a real-world setting, develop their teaching style, and engage with students from diverse backgrounds.

##### **Key Achievements and Impact**

###### **1. Excellence in Teaching**

- **Student Engagement and Performance:** They demonstrated exceptional skills in engaging students and enhancing their academic performance. Their innovative teaching methods and dedication to student success were reflected in improved test scores and positive feedback from both students and parents.

###### **2. Professional Development**

- **Workshops and Conferences:** They actively participated in various educational workshops and conferences, contributing to their professional network and gaining insights into innovative teaching practices.

###### **3. Leadership and Mentorship**

- **Leadership Roles:** Over the years, They advanced to roles such as Co-ordinator in many programmes where they led initiatives to improve educational practices.

###### **4. Community Involvement**

- **Community Projects:** Rahul Bora was involved in community outreach projects, such as awareness Programme for giving compulsory education to each and every students till the age of 15.
- **Parent and Community Engagement:** Through effective communication and involvement in school activities, They fostered strong relationships with parents and the local community, contributing to a supportive educational environment.

## Conclusion

Their career serves as an exemplary model of how comprehensive training and professional development can lead to significant success and positive contributions to the educational community. This report reflects their successful career trajectory and the lasting impact of their education at Kaliabor College of Education. Their story not only demonstrates individual success but also the value of investing in quality teacher education program.

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

### 2.7.4

#### Performance of outgoing students in internal assessment

**Response:** 98

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

**Response:** 98

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

### 2.7.5

#### Performance of students on various assessment tasks reflects how far their initially identified

**learning needs are catered to.**

**Response:**

Following are various assessment tasks according to learning needs of students from B.Ed. course and D.El .Ed course.

1. Entrance test : Institution admitted the student in our college after they have passed the entrance exam conducted by the Gauhati University .The teacher educator understand the subject knowledge of the student and guides them properly.
2. Micro-Teaching : Institution organize workshop on micro -teaching . All teaching skills related to lesson are practice in the workshop. Teachers educator gives demo on every important skills.
3. Preparation of teaching aids: Teacher educator guides students about preparing teaching aids related to their methods.
4. School visit: Teacher trainees visit different schools in groups and they get information about school, organization ,management and administration.
5. Textbook analysis: Teacher educator ask student to read books and analysis it and also prepare assignment on it and also prepare biography to develop their skill of analyse.
6. EPC-III is Enhancement professional capacities (EPC) course for students. There are various activities for teacher trainees in EPC-I,EPC-II ,EPC-III. With the help of these practical paper the teacher trainee improve their professional capacities.
7. Internship: In B.Ed2nd year and D.El.Ed course there is internship for students. Students understand rules and regulations of schools, they know about the school management, teaching skills and developed their planning skills.
8. ICT skills: Trainees teach lessons with help of ICT. They prepare PPT with the help of multimedia.

These assessment tasks for students are arranged in our institution.

9. Classroom observation: Learning needs of the students has been identified by the respective teacher educator through classroom observation interaction and presentation .

10. Assignment write up: Learning needs of the students are also identified with the help of assignment submitted by the trainees against its allotted subject content

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



## 2.8 Student Satisfaction Survey

**2.8.1**

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.67**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

#### 3.1.2

**Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

**Response:** 0

**3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

#### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last**

**five years in the form of:**

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### **3.1.4**

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

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

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

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## **3.2 Research Publications**

### **3.2.1**

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

**Response:** 0.36**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	1	1	1	1

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

**3.2.2****Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 0.36**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
4	2	1	0	0

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

**3.3 Outreach Activities****3.3.1**

**Average number of outreach activities organized by the institution during the last five years..****Response:** 1.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2023-24	2022-23	2021-22	2020-21	2019-20
05	01	00	00	00

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

**3.3.2****Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 32**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
100	60	0	0	0

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

**3.3.3**

**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

**Response:** 46

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	70	60	0	0

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

**3.3.4**

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

**Response:**

Kaliabor College of Education organized a number of outreach programme/ activities to influence and sensitize the students to social issues and to contribute to community development. The institution undertook various outreach programmea in the neighborhood. These includes-

**“Clean Kaliabor- Green Kaliabor”** (Community service programme as a part Sachcha Bharat Abhiyan):

Kaliabor College of Education is concern with the maintenance of cleanliness of the locality and protection of the environment. An activity on cleanliness was carried out by the institution with reference to World Environment Day on 06-06-2024 where the students teachers and faculties of the institution were participated.

**Tree plantation on the World Environment Day:**

Plant a tree today, it will help us breathe tomorrow. The institution conducted a tree plantation activity on the world environment day on 05-06-2024. The plantation of trees enables the students understanding how trees are important and why human needs to protect trees.

### **Cultural rally on rich Heritage of Kaliabor:**

Kaliabor is an administrative subdivision of middle Assam. A part of the Kaziranga National Park, the World Heritage Site is comes under this administrative subdivision. The NH 37 (now called ASEAN Highway-1) is connects Kaliabor with other parts of Assam.

Kaliabor is rich in *Satriya* culture after river island Majuli. A good number of *Satras* are found scattered in Kaliabor. A cultural rally was organized by Kaliabor College of Education highlighting the rich heritage of Kaliabor where history of naming Kaliabor was depicted. In the cultural rally on dated 31-05-2024 the local geo-tagged resources were also demonstrated to aware students and community about the important of protection and preservation of local resources.

### **Awareness programme on Girls' Education:**

An awareness programme on girls' education was carried out at a *Karbi* village, Jakhalabandha by this institution on 11-05-2024. The primary objective of the programme was to highlight the importance of girls' education.

### **Street Play on Road Safety:**

The people of Kaliabor have been witnessing a number of road accidents every year in the NH 37. Keeping these accidents in view the IQAC of this institution has organized a street play on 09-05-2024 namely "Path Suraksha – Jeevan Suraksha" (Road Safety – Life Safety) played in the locality. The student teachers of B. Ed. Second Year participated in the street play which was broadcasted in news channels.

### **Flood Relief Distribution:**

Realizing social responsibility the students and faculties of the college organized a flood relief distribution at Milan Sangha Flood Relief camp, Jakhalabandha under IQAC on 13th July, 2024.

### **Social Survey and Awareness programme on Conservation of Heritage Kaliabor:**

To aware and sensitize the students and community about the importance of conservation of our heritage a Social Survey and Awareness programme was conducted on 13-05-2024 by IQAC of this institution at Barsatra Kirton Ghar, Kaliabor where application of scientific method in preserving age old heritage was demonstrated.

### **Workshop on Conservation of Cultural Property:**

A workshop Conservation of Cultural Property was organized on 11-06-2024 by IQAC of Kaliabor College of Education at Madhav Than, Kaliabor. Invited resource person and expert Mr. Bijoy Bhuyan demonstrated the scientific method of preserving Cultural Properties in presence students, faculties and local communities.

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

**3.3.5**

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

**3.4 Collaboration and Linkages****3.4.1**

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

**Response:** 2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
05	02	03	01	00



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

**3.4.2**

**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

**Response: 5**

**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 5

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4.3**

**Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

**Response: B. Any 5 or 6 of the above**

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

Kaliabor College of Education has adequate facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies. It has sufficient numbers of classrooms, laboratories, a common playground for sports, fitness centre, modern equipments as required, computers and sports complex and a canteen. It has nine classrooms, one conference hall, one multi-purpose hall, three smart-classrooms, one ICT laboratory and one language laboratory, a central library with reading space for both teachers and students, drinking water facilities, etc.

Moreover the institution has laboratories for subjects of psychology, Mathematics and Science, Social Science. It has special art room, one room for Yoga and one SUPW room.

The public playground adjacent to the College is used for sports activities. The college has a gymnasium equipped with tread mill, Olympic bar, rubber plates, rubber dumbbells etc.

The institution has a computing centre equipped with twenty numbers of computers well connected with internet along-with wifi around the campus. Students can access to internet through wifi provided by the college.

The college has two buildings with a built up area of 6453.52 Sq.m and internally connected to each other. It has first aid support system with a designated room. The college has separate toilets for both boys and girls and separate toilets for male and female faculties. Moreover, the college has separate air conditioned staff rooms for both male and female faculty members.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 45.45

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

Response: 5

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

Response: 11

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

### 4.1.3

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

**Response:** 42.38

#### 4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
59.7	44.2	33.4	40.5	20.1

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

**Response:**

The library of Kaliabor College of Education plays a significant role in supporting the academic activities of both faculty and students. To increase user satisfaction and well resource management system, College implemented a library automation system. College uses library automations technology to manage and operate various Library functions to enhance user experience, access to resources and accuracy of materials collection. Key features of Library automation of the college includes-

**Soul 3.0-** is the latest version of the software for Library developed by INFLIBNET centre in India. It automates various Library activities such as- Cataloguing, which enables bibliographic records of books details, standardized entry of book details (title, author, publisher, and edition, ISBN / ISSN etc.)

**Lending and returning** - That manages the process of book issues and return, keeping track of borrower details and due dates etc.

**Stock verification** - That facilitates regular stock verification to ensure that all books are accounted for. Library uses barcode scanner to scan the items during stock verification. It provides real time data on the status of library resources.

**Barcode generation and scanning:** College library has bar codes tags on library materials for easy scanning. It facilitates generation of barcodes for books to quick identification of items. Which also helps in tracking of Library materials. Automated check in and check out processes are available through barcode technology.

**Digital attendance**–Digital attendance system for students and faculty, integrated with library automation, which helps in the process of tracking attendance and usages of library resources. College library implements digital attendance system both for students and faculty through scanning of their identity card.

**DSpace-** College has the provision of DSpace for managing and preserving digital content by ensuring the long-term accessibility. It provides a platform for storing, managing and preserving research papers and other scholarly works. It supports a wide range of digital repositories such as- previous year question papers, College Magazines, newspaper cutting etc.

**OPAC-** It enables a digital interface which allows library users to search and to locate library books and other materials within a library's collection. Users can search the catalog, reserve items and check their borrowing system. Users can perform simple keyword searches to find library materials. It displays comprehensive details about each item, including title, author, publication information, physical location and availability status. It supports advanced search functionalities, filters to find required resources quickly.

**N-List-** College has planned to register in the N-List portal to provide access to e-resources for students and faculty.

**Best Library user Award:** College has given Best Library User Award to the students and faculty to recognize outstanding usage of library. There are some criteria which is consider for this award such as- frequency of visits, borrowing habits, participation in library activities or programme, use of digital resources etc.

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

#### 4.2.2

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

##### **Response:**

The library offers resources, research support services and guidance to students as well as to the faculty members. The institutional library provides access to databases and other necessary resources for academic inquiry and intellectual exploration. The library also provides access to a large collection of different kinds of books and other reading materials at one place. The library also helps in utilizing the leisure time properly by providing books on fiction, magazines, newspapers etc. Audio-visual materials are also kept in the library for use.

The library work of the librarian is now not only limited just mere collection of books but providing necessary and accurate information to the right user. To cope with the age of digitalization, the library automation is on process.

Recently, the institutional library has started the process of digital documentation co-existing with printed books rather than only printed documents that were available in the traditional library. Every possible initiative is taken to upgrade all the library facilities. The library provides digital membership cards having a specific barcode to the faculty as well as to the trainees. The daily visitors list is also showing at the entrance of the library. In recent times, the institutional library will provide users to access subscribed electronic resources like e- journals, e-books and databases from anywhere at any time.

File Description	Document
Details of users and details of visits/downloads	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 4.2.3

#### **Institution has subscription for e-resources and has membership/ registration for the following**

- 1.e-journals
- 2.e-Shodh Sindhu

**3.Shodhganga****4.e-books****5.Databases****Response:** B. Any 3 of the above

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

**4.2.4**

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

**Response:** 5.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
5.24	5.24	5.24	5.24	5.24

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

**4.2.5**

**Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year**

**Response:** 4.54

**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 180

**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 160

**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 83

**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 71

**4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 69

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

**4.2.6**

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

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

**Response:** D. Any 1 of the above



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

### 4.3 ICT Infrastructure

#### 4.3.1

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

#### Response:

#### ICT facilities

This institution is equipped with high quality internet and wifi enabled campus. There are 03Nos of LCD projectors, 03Nos of Laptops, 20Nos of computers, 02Nos of smart boards, 03Nos of smart classrooms, 11Nos of headphones, projectors and 01 digital camera.

The office is furnished with high configured systems, connected with internet and wifi router and has closed circuit cameras. Computer systems are upgraded as per the requirement of the Institution.

#### Library

There are seven computers available in the Library and two of them are available exclusively for the student teachers to access e- Resources with internet and high speed wifi connection. There are also other facilities such as Attendance scanner , bar code for books, Pdf scanner etc. The attendance scanner of the institution also has LCD's screen facilities to show visitors list chronologically .

#### Computer cum Language Lab

This institution has systems with LAN and internet connection. Language lab has headphones to listen and interact with. It also includes cyber security (Data Protector) facilities as well as Windows server 2021.

#### Accessibility

In the institution LAN and Broadband internet connections are connected to the Principal's office, non-teaching staff room, Library and Computer Lab. Usages of multimedia are encouraged to construct and convey knowledge through web browsing, downloading, updating, uploading, blogging and for curricular and co- curricular activities, power point presentations, seminars and assignments etc are possible through the ICT facilities.

#### Software

The institution uses predominantly Windows 7,10, MS Office 2007, 2013 Adobe Reader etc. During Covid- 19 conferencing apps were installed to conduct online classes smoothly. Various platforms were extensively used. The installation of e-learning tools, allows better interactive learning. The Institution has upgraded Bandwidth speed of 300 Mbps till 4500 GB, up to 25 Mbps beyond. The installation of e-learning tools, allows better interactive learning conditions. This Institution possesses desktop computers that cater all the Academic and Administrative purposes through LAN and Wifi Router.

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

### 4.3.2

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

**Response:** 4.55

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3.3

#### **Internet bandwidth available in the institution**

**Response:** 3

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

Response: 3

<b>File Description</b>	<b>Document</b>
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

**4.3.4**

**Facilities for e-content development are available in the institution such as**

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>

**4.4 Maintenance of Campus and Infrastructure****4.4.1**

**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

**Response:** 20.79

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

2023-24	2022-23	2021-22	2020-21	2019-20
16.13	23.42	27.35	24.30	5.89

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

#### 4.4.2

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

**Response:**

**Policy Details :**

**1.Objectives :** To provide a clean , safe and conducive learning environment with respect to maintenance and utilization of physical, academic and support facilities.

**2. Scope:** Physical , academic and support facilities covers – Classrooms, Laboratories, Library, Sports, Administrative offices, Common Room, common areas etc.

**3.Responsibility :**

i) To provide adequate fund for allocation and maintenance of resources are the responsibilities of management.

ii) it is the responsibilities, faculty members, staffs and students to ensure proper use of resources and report issue immediately to the grievance Redressal cell .

**4.Maintenance:**

i)To ensure proper identification and to raised the maintenance needs , college has the provision of periodic inspection by the Governing body , principal along with the faculty members.

ii)To prevent damage all facilities , college has the provision of timely repairs and replace all facilities based on inspection.

iii)college has the provision of daily cleaning schedule before the commencement of morning assembly .separate staff are employed to clean the campus.

iv) For security measure college has the provision of CCTV cameras and Fire safety equipments such as Fire Hydrant Mild steel

pipe C.I Butterfly Valves, Hydrant Landing Valves, Hose pipe, 2 way fire bridged inland, Hose Reel Drum, Hose cabinet, water tank(5000ltr.) and 5 HP pump etc.

v) For sustainability management college has the provision of Solar Panel, Use of LED bulb.

**5.Utilization:**

i) **Laboratory:** All the practical activities are conducted in the college

laboratory. Teaching learning materials are Prepared and displayed in the laboratory. Students gather hands on experiences through practical activity in the laboratories.

ii) **Library:** College library provide access to utilization of wide range of facilities including library automation, reference books, journals, magazines, newspapers , previous year question paper , Book bank by Alumni and teachers etc.

iii) **Sports Complex (Playground):** Utilization of Sports complex include Outdoor sports , practical session on Yoga etc.

iv) **Computers:** Use of computer in the areas such as Academic , Administration , Examinations , co-curricular activities etc.

v) **Classroom:** Classrooms are used for a variety of activity such as Lecture , Interactive session, Group Discussion, workshop and Seminars, Practical demonstration , examination, student presentation .

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

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

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

#### 5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

**Response:** D. Any 5 of the above

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

### 5.1.3

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.4

**Institution provides additional support to needy students in several ways such as:**

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**

**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** C. Any 2 of the above

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

**5.2 Student Progression****5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 7.87**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
4	8	20	2	4

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

**5.2.2****Percentage of student progression to higher education during the last completed academic year****Response:** 9.38**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**



Response: 8

#### 5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

#### 5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 1

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

### 5.2.3

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

Response: 14.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
27	13	8	16	6

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:**

The Student Council at Kaliabor College of Education is vital in ensuring the institution's smooth and dynamic functioning. By representing student interests and advocating for their needs, the council acts as a bridge between the student body and the administration. This role ensures that student voices are heard and their concerns addressed, fostering a supportive and inclusive environment.

One of the primary responsibilities of the Student Council is to organize a variety of extracurricular activities. These include cultural events, sports meets, and workshops, which enrich the college experience and foster a strong sense of community among students. Additionally, the council plays a significant role in enhancing the academic environment by organizing academic workshops and guest lectures. These initiatives support learning and professional development, helping students excel in their academic pursuits.

Community engagement is another critical area where the Student Council makes a significant impact. The council organizes community service, encouraging students to contribute to society and develop a sense of social responsibility. By actively participating in these services, students gain valuable experiences that shape them into responsible educators and citizens.

The Student Council also serves as an effective feedback mechanism, collecting input from students on various aspects of college life, including academics, facilities, and campus activities. This feedback is communicated to the administration, ensuring that necessary improvements are made to enhance the overall student experience.

The proactive involvement of the Student Council in institutional functioning leads to several positive outcomes. It improves communication between students and the administration, facilitating a better understanding and quicker resolution of issues, leading to a vibrant campus life. Additionally, the council's community service and outreach programs help build a positive image of the institution within the broader community. The Student Council of Kaliabor College of Education is a Backbone of the institution's functioning. Through its proactive role, the council not only enhances the student experience but also contributes to the overall growth and development of the college. Its efforts in advocacy, organization, and innovation are vital in shaping a supportive and dynamic educational environment.

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

**5.3.2**

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

**Response:** 23.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
48	30	18	21	0

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

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

Role of Alumni Association for the Development of the Institution

For educational establishments to continue to thrive and expand, alumni contributions are absolutely necessary. It helps build a sense of community among students and ensures that the institution can maintain and enhance its quality of education and services. Alumni contributions can also lead to stronger connections between the institution and the industries and communities it serves, benefiting students, faculty, and the institution as a whole. Alumni contributions not only provide financial support but also help in building a strong community and network for both current students and fellow alumni. They foster a sense of pride and loyalty among former students and contribute to the overall growth and success of the institution.

Kaliabor College of Education is fortunate enough to have alumni of great repute and social recognition. The institution makes use of support from its alumni in the sustained growth and relentless progress. The alumni contributions can be brought under an umbrella concept, named as Dakshina, an ancient

legendary term which addresses a conscious contribution denoting the return commitment to the Guru from the Disciple. Two major contributions are as follows:

### **1.Book Bank:**

Kaliabor College of Education Alumni Association has developed a "Book Bank" of old and new books. These books are predominantly text books and issued to the students for the entire semester. Presently, the collection of books is increasing gradually and we are optimistic that in the near future, we would be capable enough to issue books to almost all students of all semesters. The collection also contains a number of reference books. Besides, many rare socio-cultural books are also available. The Alumni Association made it a point to make these rare books not only available for the students but also for the general people if need arises. At first, the Alumni Association decided to buy a few books for students in need. Thereafter, depending on availability of fund, a good number of books were purchased. The Alumni Association has also donated a book shelf to the library. Later, in the general meeting of the Alumni Association, it was unanimously decided that old books should also be donated by the Alumnus and since then, the book collection has increased significantly. The alumni of passed out batch collected a fair amount of donation from their batchmates, specifically to purchase more books.

### **2. Lecture series:**

Alumni Association conduct lecture series in the college to build a tradition of learning and networking across generation of students. It develop a strong connection between past and present students for creating a conducive learning environment based on relevant themes.

<b>File Description</b>	<b>Document</b>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### **5.4.2**

**Alumni has an active role in the regular institutional functioning such as**

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**

**6. Financial contribution****7. Placement advice and support**

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

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>

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

**Response:** 4

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	0	1

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>

**5.4.4**

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

**Response:**

Alumni Association acts as an Effective Support System to the Institution

Alumni Association provides various types of support for the overall development of the students of the Institution as enumerated below.

**1. Awards Constituted by the Alumni association to the Best Performers:**

To motivate the future teachers to excel in their academic performance, the alumni association in its last general meeting has decided to constitute awards for the toppers of the institute and the best performers in each subject every year, beginning this academic session. The recognition includes a cash award, a memento and a certificate.

### 1. Earn While You Learn:

Earn While You Learn is an innovative idea of Mrs. Rupalim Goswami, an alumni of Kaliabor College of Education. It is basically a low cost tuition centre name '**Aryabhatta Academy**' which caters to the need of those school children who need additional academic support at a nominal fee. Several youths are engaged in this low cost tuition centre. This centre has made it a point to provide academic support to a number of students of economically weaker sections or students belonging to below poverty level free of cost every year. A handful of such students avail this service every year to further their academic performance. Besides, this centre provides an opportunity to the students of our college to engage themselves in their free time as tutors and teach at the centre. This opportunity provides them a great platform to experience real life classroom situation and apply the knowledge gained in the college via their academic exposure in real life situation. This leads to further innovations and experiments in the class and thereby, they gain experience which would help them in the future and make them better teachers. Last but not the least, they are also paid for their services which also helps them financially. Thus, the students also 'Earn While They Learn'.

### 1. Alumni as Role Models:

The Alumni of Kaliabor College of Education always act as role models for the grooming of the students. There is a strong bond and rapport between the old and the new students. The achievements and success stories of our alumni motivate our students in overcoming challenges and inspire our students to strive for excellence and pursue their goals relentlessly. The students gain a lot from the frequent interactions with the alumni where the rich experience of the alumni is shared on a common platform where the problems and difficulties faced by the students are also discussed and analysed.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission**

**Response:**

Kaliabor College Of Education aligns effective leadership skills towards the vision and mission to produce quality teachers as per the local and global needs and to improve the quality of education. In tune with the vision of the college, we offer regionally and nationally Integrated opportunities to create competent teachers and responsible citizens to the nation. The aim of the institution is to provide quality education over quantity education in pedagogical practices to achieve the aim of the foundation of curriculum for formulating both curricular and co-curricular activities. The elements of teaching are seen reflecting in the core papers, methodologies and through co-curricular activities of the curriculum. The ideals derived from various Philosophers, Educationists and Psychologists are incorporated to evolve and enhance the pedagogical practices. Students' positive attitudes are internalized towards social issues, environmental concerns, emerging global and local challenges. Code of professional ethics of the institution is an integral aspect, there is a set of code of ethics set in the institution.

We train intellectually well developed teachers focusing on the vision and mission of this college by providing opportunities for creative, reflective thinking, analytical thinking and pro-active thinking. The intellectual inputs like classroom discourses, project compilation, field trips, case studies, dissertations and school based internships programmes, seminar presentations, participation in seminars/ workshops/ webinars, add on courses and through co-curricular activities.

We also prepare teachers to be on par with technological demands. Under the efficient leadership of the Principal, the institution endeavors to achieve the vision and mission through the following activities: Creating an intellectual climate/ environment by providing opportunities for learning beyond the syllabus in all areas of learning. Its mission is to achieve excellence through integral and personalized training and providing quality training as per the system demands. We sensitize the student teachers to install ethical conduct and compassion among themselves. Students and staff play an active role and are committed towards creating a green campus. Developing Entrepreneurial skills through vocational skills and Add-on courses which can be utilized in their professional life, as well as life outside the academic sphere is emphasized in the institution.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

The organizational structure of the College offers an opportunity to participate different cells and committees in the institutional management in accordance with the principle decentralization. The Institute promotes decentralization in academic and co-curricular activities involving staff members and students.

**Participatory management:** The Governing Body (GB) is the apex administrative body of the college. Participatory management approach is practiced at different levels in the college and different cells and committees are involved in the process of decision making of the institution.

##### **Various committees:**

**Academic Council:** Responsible for preparing class routine ensuring holding classes as per routine, planning for internal assessment, practice teaching and internship.

**Teacher Council:** It is the platform of the teaching faculties to raise and discuss the issues faced by the teachers and to bring to the notice of the authority.

**Internal Quality Assurance cell (IQAC):** The IQAC is entrusted the responsibility of ensuring internal quality in teaching learning and evaluation as well as maintaining both academic and administrative records. It is responsible for timely submission of records of performance on academic, administrative and financial activities. It also monitors academic quality and research programmes carried out in the institution.

**Student Council:** The students union Kaliabor College of Education is the platform of the students from where they can participate in the administration of the college and can raise different issues of the students. It provides a platform to develop students' leadership skill and personality.

**Women Cell:** Looks after women issues and organizes seminar, workshop and talks for the cause of women empowerment.

**Grievance Redressal Cell:** Takes the grievances of the teacher and the students of the college and recommends the authority appropriate remedial measure.



**Discipline/Dress Code:** The discipline committee ensures that the college discipline is followed by all the students in the college.

**Anti Ragging:** The committee ensures that the campus is free from ragging. The flying squad of the committee visits the campus of the college to ensure that the campus is ragging free.

**Alumni Cell:** It is the platform for the alumni where they meet. It organizes guest lectures and invited talks from illustrious alumnae.

**Web/Publicity:** The committee takes the responsibility of giving news articles to newspapers for various programs conducted in the college.

**Career Guidance, Counseling & Placement support:** The committee responsible for conducting counseling and training programme for placement.

**Sports & Recreation:** This committee organizes annual college week where a number competitions on sports, music, art, drama etc. are organized for the all-round development of the students.

**Green Cell:** The cell ensures that the college adopts various green initiatives such as energy & water conservation, waste management and green landscaping etc.

Apart from this Kaliabor College of Education has Public relation Cell, Fitness Cell, Outreach activity Cell, Research Cell, Parents Teacher Association, Examination Cell and Admission Cell to assist the administrative affairs of the college.

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

### 6.1.3

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

##### **Response:**

The college performs all academic, administrative and financial activities maintaining proper transparency and authenticity. In academic matters, periodic audits are conducted under the guidance of external auditors, who, by examining all scholastic aspects, prepare reports and thus transparency is followed in a decentralized way. Concerning financial matters, the college conducts financial audits with the help of government certified chartered accountants, who, by verifying all financial transactions, prepare reports on yearly basis in order to maintain transparency in matters of income and expenditure. The income from respective sources and its proper expenditure is appropriately reflected in the reports prepared by the institution.

To maintain a sophisticated academic environment and to arouse a serious sense of academic richness, the college organizes oral tests/viva voce (especially for final year students) to validate students' credibility in academic matters as well as the skills they possess in different aspects. Internships are also arranged for students to test the fruitfulness of teaching-learning atmosphere among learners in the external platform. For practical involvement of trainees in internship, a few schools are selected every year nearby the college and by maintaining an order, specific number of trainees are allotted on group basis to attend the internships for a definite period of one month or so. During internship, the trainees teach students of different classes as per their allotted time schedule, fixed by the school administration and as reflected in daily class routine. In the final day of internship, in presence of college faculties, college authority and head teacher of the school, the invited external evaluator makes a thorough evaluation of the trainees concerning their overall performance during the period and thus they are certified. Apart from this, normal practical sessions are also conducted in the college premises at periodic intervals which comprise art and drama workshops, competitions, games and sports, group discussions etc.

Three courses are going on in the college in a parallel manner. The B.Ed. course is run under the affiliation of Gauhati University (regulated by NCTE). The D.El.Ed. course is run under the affiliation of SCERT, Govt. of Assam (regulated by NCTE). Newly introduced B.A. (NEP-FYUGP) is also run under the affiliation of Gauhati University (regulated by UGC). Maintenance of transparency is well justified in the process of admission in the B.Ed. programme. The aspirants, while applying for the programme, need to appear for an entrance test conducted by Gauhati university. After declaration of the result, a merit list is centrally prepared and on the basis of that, cut off mark is decided by the college where adequate policy is applied to admit students on merit basis. The university to which the college is affiliated requires timely data for smooth functioning of the academic processes. All information required for admission process, eligibility criteria, evaluation, examination, mark sheet, degree etc. as requested by that college, is provided by the university from time to time. The college is run as per NCTE norms. The information required by the NCTE officials is readily supplied on time.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed**

**Response:**

Kaliabor College of Education aims to be a leader in academic excellence, dedicated to shaping innovative educators who are ready to meet global challenges. We focus on creating a learning environment that empowers students, fostering values like inclusivity, integrity and sustainability. This institution is always empower future educators with knowledge, skills and values necessary to meet the needs of a diverse and evolving global society. It focuses on holistic development, promote a culture of innovation and research, preparing the student in community services to develop a wholesome personality.

The principal of Kaliabor College of Education is the pillar of strength in leading the way and giving credibility to progressive plans. He always inspire the faculty members to create a positive attitude, academic integrity and empowering them with contemporary teaching skills.

Strategic plan and its effective deployment:-

1. Infrastructural Growth.
2. Upgradation of library facilities.
3. Improvement in the teaching learning process through greater use of ICT.
4. Participated in FDP.
5. Undergo Best Practices.
6. Alumni interaction and outreach activities.
7. Organizing co- curricular activities.
8. Introduction of new courses.

**One activity successfully implemented:**

The institution's strategic plan is developed i.e transparent to change and amendable while still maintaining alignment with the vision and mission of the college. Kaliabor College Of Education aims to be a leader in academic excellence, dedicated to shaping innovative educators who are ready to meet global challenges. With this aim, the institution has upgrade the college library which provide crucial role in promoting education, research, personality development, ethics and other important values.

Key features of Library automation of the college includes-

**Soul 3.0:** It enables bibliographic records of books details, standardized entry of book details (title, author, publisher, and edition, ISBN / ISSN etc.)

**Lending and returning** –For issue and return of books.

**Stock verification:** Library uses barcode scanner during stock verification.

**Barcode generation and scanning:** College library has bar codes tags on library materials for easy

scanning.

**Digital attendance**–Digital attendance system for students and faculty.

**D-Space**-Provision of managing and preserving digital content.

**OPAC**- It enables library users to search and to locate library books and other materials within a library’s collection

**N-List**- College has planned to register in the N-List portal.

**DELLNET**: College subscribe E-Resources through DELLNET.

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

**6.2.2**

**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

**Response:**

Kaliabor College of Education, in the field of teacher training, operates through a well-organized structure of governing bodies and various committees. These entities are instrumental in maintaining the college's high standards of education, administration, and community engagement..

**1. Governing Body**

The Governing Body of Kaliabor College of Education serves as the primary decision-making authority, setting the strategic direction and overseeing the overall management of the institution. It is responsible for policy formulation, ensuring regulatory compliance, and guiding the institution toward its mission and goals. The Governing Body plays a critical role in financial oversight, infrastructure development, and ensuring that the college remains aligned with educational standards and expectations.

**2. Committees and Associations**

**Anti-Ragging Committee:** This committee is dedicated to ensuring a safe and secure environment for all

students. It actively monitors and addresses any instances of ragging, promoting a culture of respect and inclusivity on campus

**Alumni Association:** Alumni engagement is crucial for the ongoing development of the college, College have registered certificate for alumni association.

**Union Body:** College has student union constitution and body which organizes various cultural, academic, and sports events, contributing to the vibrant campus life.

**Parents-Teacher Association (PTA):** The PTA serves as a bridge between the college and the parents of students, fostering communication and collaboration.

**Academic Council :** The Academic Council is responsible for maintaining academic excellence at the college. It oversees curriculum development, faculty appointments, and the evaluation of academic programs.

**Internal Quality Assurance Cell (IQAC):** College has IQAC I role in the continuous improvement of the college's academic and administrative functions. It monitors the quality of education, faculty performance, and institutional processes, ensuring that the college meets its quality benchmarks..

**Examination Committee:** Apart from the co-curricular activities and the final examination conducted by G.U. and SCERT, Assam, Class Test, Unit Test, Sessional Test, Terminal Examination and the Test Examination are held in the college according to the academic calendar strictly observing the guidelines of the competent authorities. It is compulsory for all the students to appear in all the examination.

**Admission Committee:** The Admission Committee over sees the student enrollment process, ensuring that it is merit-based, and aligned with the college's admission policies. The committee is responsible for setting admission criteria, and Candidates seeking admission in to the B.Ed. Course have to passed the B.Ed. Common entrance test (GUBEDCET) conducted by

the Gauhati University

**Teacher Association:** The Teacher Association represents the interests of the faculty, providing a platform for discussion and collaboration on academic and administrative matters.

### 3. Administrative Setup

The administrative setup at Kaliabor College of Education is designed to support the effective functioning of the committees. The Principal, along with the administrative staff, ensures that the policies and decisions made by these entities are implemented efficiently.

The functioning of the institutional bodies at Kaliabor College of Education is marked by a high degree of effectiveness and efficiency..



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

### 6.2.3

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

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

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

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

### 6.2.4

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

**Response:**

Institute has a structure that embodies various committees, bodies and cells. The curriculum development and its subsequent revisions is process oriented delineating the philosophy, goals, objectives, student competencies, learning experiences, instructional strategies, resources and assessment as envisaged in the institution's strategic plan. The curriculum development process is a multi-step, ongoing cyclical process which is carried out in a planned and systematic manner. The operations are carried out through regular meetings. The meetings are recorded in details in the specific proceeding register. Subsequent to the meetings, the minutes are signed by all the attending members and the resolutions/ decisions so passed

are extrapolated into a plan of action in synchrony with the strategic plan.

In preparation for this meeting, each faculty member is assigned subjects depending on area of expertise and required to prepare for orientation of the respective papers and respond to queries if any. The session is documented in the minutes of the meeting which then becomes the revision framework. Thereafter, the revised draft curriculum is put forward to other statutory boards for their suggestions and approval.

To accommodate unforeseen and emergency circumstances, contextual situations in compliance with nation, state or external regulatory bodies instruments, the institution's autonomous status permit deviations that commensurate with the College's vision, mission and strategic plan for the current academic year. The concerned lecturers are required to record/ make a note of the deviations and submit it to the principal for retroactive ratification by the statutory bodies.

During teaching learning sessions, lecturers make extensive notes of changes that are obvious as a result of classroom transactions driven by student experiences that add value to the existing curriculum bringing it more in line with the present needs. All these notes are considered and the necessary changes are introduced into the curriculum, based on its benefits to the teaching learning process.

The latest curriculum being implemented has incorporated recommendation made by the NEP 2020. Digital literacy is being promoted to realize the credit bank system as proposed by NEP 2020.

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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The management have humanitarian outlook towards its teaching and non-teaching staff without discrimination. It Initiates several welfare measures to maintain high motivation levels among its employees.

Measures adopted for the welfare of the staff and faculty are as mention below:



1. Gives academic freedom for staff members, funding faculty development programs, deputed on duty for attending Seminar/Workshops, permission for higher studies.
2. Annual increment for unaided staff and other provision as per the individual need.
3. Cogent atmosphere in the staffroom Prayer room for peace and tranquility.
4. Aided staff are given leave facilities as per the UGC and state level rules.
5. Staff members are encouraged to participate and present and publish papers in the seminars which organized in other college and universities for professional mobility.
6. The institution invites experts from different fields to conduct workshops.
7. Travelling allowance, duty leave for attending seminars, workshops, etc are sanctioned by the college.
8. The college has well-furnished staffrooms, drinking water facility in the staffroom and Air conditions/coolers
9. Staff are provided with separate cupboards and washroom.
10. The staff are allowed and assigned to attend honorary paid duties like judging competitions, external examiners and resource persons.
11. Provision of medical and maternity leave is in place.
12. Staff is granted sabbatical leave to pursue higher education or research work.
13. Teacher day is celebrated to boost the professional moral of teachers.
14. Picnics and tours are arranged for staff recreation.
15. Cordial and employer friendly environment is created to give job satisfaction to the employees.
16. Recreation activities are planned in coordination with the staff members like sports activities, yoga sessions etc.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 4.17

**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
3	1	0	0	0

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

**6.3.3**

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

**Response:** 8

**6.3.3.1 Total number of professional development /administrative training programmes organized**

by the institution for teaching and non-teaching staff during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
4	1	2	1	0

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

### 6.3.4

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

**Response:** 12.5

**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
11	1	0	0	0

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

### 6.3.5

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

**Response:**

Performance appraisal is a systematic way of receiving and accessing the performance of an employee during a given period and planning for his future. It is the process of obtaining analyzing and recording information about the relative work of an employee . The success of the institution depends on the quality of its staff . The staff plays significant role in any institutions as they are the backbone of the institution , Institution cannot achieve their goal without them .The main purpose of performance appraisal system is to provide feedback identifying areas for improvement recognize achievements and make decisions related to promotions salary adjustment training and sometimes even terminations .

The college itself has different performance appraisal performa both for teaching and non teaching staff. For the development of both teaching and non teaching staff the college and governing body plays significant role in every academic session .The attributes of the teachers are- discipline ,work sincerity, communicational clarity, punctuality, engagement in co-curricular activities, subject clarity, teacher pupil interaction in class, use of ICT implementation of lesson plan, remedial activities ,interpersonal relationship amongst teaching and non teaching staff. The attributes of the non teaching are communication office decorum, behavior , ICT knowledge personal ethics etc. This appraisal is motivating factor both for the teaching and non teaching staff and is done annually.

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### **Response:**

Kaliabor College of education is a professional higher educational institution established on 5th August-1992 . The institution is affiliated to Gauhati University. Though it is a self financing institute, it follows financial regulations and the guidelines instructed by NCTE as well as the Government of Assam.

The college has the budgetary control system to monitor the effective and efficient use of financial resources. The Financial committee headed by the principal and representations of the management with its subordinate committees – Construction Committee and Purchase Committee, is effectively

shouldering the financial responsibility of the college. At the beginning of the academic year, the Finance Committee sought budgetary requirements from various cells to conduct various programme as per their plan for the year. At the beginning of the academic year the annual budgets are prepared, reviewed and approved by the finance committee. The finance committee has fixed the limits of total recurring and non-recurring expenditures based on the income and resources of the institution. The institute regularly follows external financial audit system. The institutional accounts are audited regularly by statutory audits. so far there has been no major objection in financial auditing, minor errors or omissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The auditor verifies the income and expenditure details of the college as per the balance sheet and provisions stipulated by law. The external auditing is done by a Chartered Accountant, specially designated for this purpose. External audit is also carried out on an elaborate way on quarterly basis. All the audited statements for the past years are uploaded in college website to maintain transparency in financial matters.

<b>File Description</b>	<b>Document</b>
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.4.2

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

**Response:** 0.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.0	0.0	3.0	0.02	0.0

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

#### 6.4.3

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

**Response:**

Kaliabor College of Education has certain organised strategies for mobilization of funds and optimal utilisation of diverse resources. The institution performs this by focussing on the following strategies -

**Framing of budget:**

The college prepares a tentative budget at the inception of the each financial year, based on revenue generation and expenditure viability. The budget is primarily framed with joint venture of the college accountant, Principal and the Governing Body.

**Sources of revenue generation:**

The revenue of college is mainly generated from the following sources:

Students' fees.

Endowment and donations, covering contributions from Alumni and other stakeholders.

Other sources, covering chiefly the income from interest on investment.

**Allocation of fund:**

Based on the tentative budget, requisite funds are allocated to different areas.

**Utilisation of Resources:**

The college utilises the fund in different areas. While utilising the funds, proper procedure and documentation are well maintained. This is reflected in the quotations and the bills generated for each expense. Funds are primarily utilised for the following purposes –

?Infrastructure development

?Academic activities

?Faculty development

?Auditing

?Sustainable practices such as energy consumption, waste management, green initiatives and paperless work to reduce wastages etc.

?Financial reporting:

?The college prepares detailed financial reports and submits it to the Governing Body timely.

**Transparency:**

College maintains transparency in financial matters with open access to financial audits and inspections. Transparency is maintained in academic matters too, with the practice of announcing periodic internal results showcasing in the notice board, conducting practical activities with the involvement of all the trainees and so on.

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

**6.5 Internal Quality Assurance System****6.5.1**

**Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies**

**Response:****Composition of IQAC:-**

Correspondent of the institution.

Chairperson.

Governing Body.

Society Member.

Agriculture Entrepreneur.

Co-Ordinator.

Asst. Co-Ordinator.

NAAC Co-Ordinator.

Employer Nominee, Accountant.

Members.

Kaliabor College Of Education has a very rich cultural background. The faculty members, student-teachers and non teaching staff goes hand in hand to make this institution a place of educational standards with ethics. The IQAC plays a vital role in ensuring quality of the functioning of administrative and academic units of the college.

The IQAC of Kaliabor Of Education focus on the comprehensive development of the trainees, integrating intellectual, emotional, social and spiritual growth into the educational process. To promote a culture of innovation and research, the IQAC of Kaliabor College Of Education encouraging the trainees and faculty to engage in scholarly pursuits that contribute to the advancement of education.

**Practices institutionalized by IQAC:**

- 1] IQAC collaborates with different cells to develop quality education of the institution.
- 2] Preparation of audit report such as Academic Audit, Administrative Audit, Energy Audit and Green Audit.
- 3] Promote ICT integrated teaching- learning process to enhances accessibility, personalized learning and prepares the trainees for a technology driven-driven world.
- 4] Promote research related activities and discussion among the faculty members and the trainees.
- 5] Organised outreach activities and extension activities.
- 6] IQAC promotes Resource Management and Resource mobilization and utilization.
- 7] IQAC helps in develop IT enabled library.
- 8] Organised Alumni engagement to share and transfer of experiences and learn about the latest developments at their alma mater.
- 9] IQAC helps in preparing strategic planning for the institution and vision and mission for the institution.
- 10] IQAC helps the faculty to work towards best practices.

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



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

It has been one of the concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. This plays an instrumental role in enhancing the quality of the academic and co-curricular endeavors of the College in keeping with its vision and mission.

IQAC reviews the teaching learning process, structures and methodologies of operations and learning outcomes by introducing several initiatives. Periodically reviews and continuously upgrades the quality of teaching-learning process by the way of enhanced academic research, effective training and timely academic audit for quality assurance.

Review of Teaching-Learning Process and Attainment of Course Outcomes (COs), Program Outcomes (POs) & Program Specific Outcomes (PSOs)

IQAC achieves this through practices like Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills and their relationship with the students.

**General**

1. Recruitment of qualified faculty.
2. The college deputed faculty to orientation programmes, refresher courses, regular seminars and workshops to keep them updated.
3. Faculty development programmes are arranged by the college to ensure quality inputs.
4. Bringing variations in assignments and project work to make it more challenging.
5. Feedback from the students is taken regularly to identify the gaps in the academic programme and address them.
6. IQAC suggests innovative pedagogical practices in addition to the completion of curriculum through assignments, tutorials, collaborative work etc.
7. IQAC promotes the culture of research amongst students by organizing Research Workshops and programmes for students.

**Specific**

1. Programmes on current issues and developments like NEP 2020 are organized.
2. Encouraging self-study, content analysis and lesson research to enhance quality. 3. Participative learning programmes such as interactive sessions, peer observation etc.
4. Strengthen the co-scholastic domains in phased manner by incorporating all the components.
5. Student teachers are trained to critically analyze curriculum, syllabi, textbooks and question paper scientifically in the methodology paper.
6. Language proficiency of student teachers are enhanced through the Communicative English Project and certificate courses.
7. Deliberate efforts are made to make student teachers realize the integration of knowledge of core papers into methodology.
8. Teachers are trained to re-conceptualize topics in terms of societal needs and approaches of critical pedagogy.
9. Reflections on their biases, beliefs and values at the end of every class during internship is encouraged and documented.
10. Projects are complemented with assignments, seminars and group discussions emphasizing on concepts as action research, teacher competencies etc.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.3

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

**Response:** 25.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
70	31	18	10	0

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

#### 6.5.4

**Institution engages in several quality initiatives such as**

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

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

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

#### 6.5.5

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

**Response:**

College often keep track of improvement in Academic and administrative domain through annual meeting of IQAC cell. This involves systemetic monitoring and evaluation process to ensure quality enhancement in various areas of institutional functioning . for academic improvement initiative has been taken for tracking teaching methodologies used by the teachers , record in the areas of research academic and administrative audit ,adoption of best practices, students performance etc. On the administrative side monitoring and evaluation process includes Audit Report of CA, Grren Audit, Energy Audit , Resource Management etc. In the begining of the session IQAC organized annual meeting for the entire session with action plan that need to be done . After completion of thge action plan ,allotted incharge of every activity and cell submit their proceeding with photographs in detail to the IQAC cell.

<b>File Description</b>	<b>Document</b>
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

**Response:**

Kaliabor College of Education is committed to fostering an environmentally sustainable campus. As part of this commitment, the college recognizes the importance of streamlining policies to enhance energy conservation and the use of alternative energy sources. This report outlines strategies to reduce energy consumption, promote sustainable practices, and meet the college's power requirements through the adoption of renewable energy.

#### Energy Conservation: A Priority for the College

Energy conservation is essential for reducing the college's environmental footprint and operational costs. By implementing energy-efficient practices and encouraging mindful energy use, Kaliabor College of Education can significantly decrease its energy consumption. The following measures are recommended:

**Enhancing Energy Efficiency:** The college can invest in energy-efficient appliances, lighting, and equipment. Replacing traditional incandescent bulbs with LED lighting across the campus can result in significant energy savings. Additionally, upgrading to energy-efficient air conditioning and heating systems can reduce power usage.

**Implementing Energy-Efficient Building Practices\*\*:** The college should consider adopting energy-efficient building designs for any future constructions or renovations. This includes proper insulation, natural lighting, and the use of energy-saving materials. These practices can help maintain comfortable indoor environments while reducing the need for excessive energy use.

#### Utilizing Alternative Energy Sources

To further support its sustainability goals, Kaliabor College of Education can explore the use of alternative energy sources. By integrating renewable energy solutions, the college can reduce its dependence on conventional energy -

**Solar Energy Installation:** The college can install solar panels on rooftops and open spaces to harness solar energy. Solar power is a clean, renewable source of energy that can meet a significant portion of the college's electricity needs. The installation of solar panels would also serve as a practical demonstration for students studying environmental and energy-related subjects.

#### Policy Streamlining for Effective Implementation

To ensure the successful implementation of these energy conservation and renewable energy initiatives, the college should adopt a structured policy framework. The following steps are recommended:

**Development of an Energy Management Plan:** The college should develop a comprehensive Energy Management Plan (EMP) that outlines specific goals, strategies, and timelines for energy conservation and the adoption of alternative energy sources. This plan should include regular energy audits to monitor progress and identify areas for improvement.

**Establishment of an Energy Conservation Committee:** A dedicated committee comprising faculty, staff, and students should be formed to oversee energy conservation efforts. This committee would be responsible for coordinating initiatives, and ensuring compliance with the Energy Management Plan.

**Integrating Sustainability into the Curriculum:** To ensure long-term success, sustainability and energy conservation concepts should be integrated into the curriculum. This will not only educate students about the importance of these practices but also encourage them to participate in ongoing initiatives.

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

### 7.1.2

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

##### **Response:**

Kaliabor College of Education is committed to promoting environmental sustainability through effective waste management practices. Kaliabor College of Education has a strong commitment to manage waste materials. Different waste materials like domestic waste, bio-degradable waste, non bio-degradable waste and commercial wastes (plastic, paper etc.) are a source of pollution to the environment resulting in degradation of the soil and also in the quality of air. Kaliabor College of Education has its own policy of waste management with the aim of making the institution a pollution-free zone. It has been notified to all stakeholders of the college including the staff and students that there need to be a self regulation and voluntary participation in waste management and promote the process of waste management not only in our campus but also among the community. There are specific areas segregated and identified for disposing solid waste depending whether it is bio-degradable, non-biodegradable, plastic, broken glassware. The college has different waste bins for waste segregation. Bio-degradable waste are collected in the compost bin for eventually turning it into composts. All the staffs and students are strongly advised and monitored to keep the campus free from pollution of plastics, garbage and other materials. To empower this policy, staffs and students are always engaged in organizing cleanliness programme in the campus and competitions are held amongst the Houses of the college in the area of social service and cleanliness drive. In connection with the cleanliness programme, plantation of trees, shrubs and flowers

are done from time to time.

This policy outlines the procedures for managing waste generated on campus, ensuring compliance with environmental regulations, and fostering a culture of waste reduction, reuse, and recycling among staff and students. Scope: This policy applies to all members of the Kaliabor College of Education community, including students, faculty, staff, and visitors Policy.

**Waste Segregation:** All waste generated within the college is segregated at the source into recyclable, non-recyclable, organic, and hazardous waste. Waste bins are provided throughout the campus to facilitate proper segregation.

**Recycling:** The college promotes recycling by ensuring that recyclable materials (e.g., paper, plastic, glass, metals) are collected separately.





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

**7.1.3****Institution waste management practices include**

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

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>

**7.1.4****Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 7.1.5

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

##### **Response:**

Environmental consciousness and sustainability is one of the challenging area which has been faced in this modern world. Every institution has a responsibility to commit itself to a pollution free world.

Campus is clean every day. The time table of peons is prepared for this. Toilets are cleaned regularly. There is 24/7 water supply for it. The college also has a bore well facility. Therefore, Kaliabor College of Education takes certain initiative in keeping the environment neat, clean and pollution-free. First and foremost it has been advised to use less petroleum and diesel driven vehicle and utilise e-vehicles whenever possible. The **Clean Kaliabor Green Kaliabor** camp was organised on 5th June, 2024 at the campus of the college and nearby areas. Both B.Ed. and D.El.Ed taking part in this internship. The students worked for 6 hours starting from morning 10 AM to 2 PM , 2024. They performed various activities like awareness campaign on cleanliness drive, door-to-door meeting regarding sanitation, hygiene, toilet uses, hand washing etc. The college organizes Community Service on 5th June i.e World Environment day on every Year, where both teachers and students takes part in the cleanliness campaign. Even during the community contact programmes which is conducted every year, the college takes up the initiative to clean-up the locality concerned, schools visited to wherever need arises. Some of the practices by the college are as follows:

**Tobacco prohibited Premises-** Kaliabor College of Education specially prohibited on chewing Tobacco, as the college is a Tobacco free place and maintains the violation act provided by the concerned Authority.

**Plastic free environment:** The college doesnot use plastic material and always work on making the society free from plastic materials.

**Green Initiative:** The college itself look after the maintenance of green enviornment at its own campus. For the Maintenance of green campus college plants different types of medicine plants which are benifited for the enviornment.

**Waste Management-** There are separate containers for dry and wet waste. Institution dispose of waste out of the campus daily. Students do not mix dry waste with any other waste.

**Sanitization and Cleanliness:** The washrooms and classes are well sanitized and cleaned every day by sweepers who have been employed in the College.

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

**7.1.6**

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

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

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

**7.1.7**

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

**Response:** 0.11

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0.51	0	0	0

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

**7.1.8**

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

**Response:****Community practices and challenges**

Kaliabor College of Education practices equality of all cultures and traditions. Students belonging to different castes and religions are studying without any discrimination in the college. Students belong to diverse socio-cultural and linguistic backgrounds, and college does not have any intolerance towards cultural, linguistic, communal socio economic and other diversities. Through the celebrations / observations, college makes awareness among students about their contributions towards nation building and maintaining social & communal harmony.

**Locational Knowledge and Resources**

This institution has an advantage of being centrally located. Banking sectors, health care centers, hospitals, cooperating and model schools, daily market, temples of worship all are within walking distance.

The playground of the institution utilities for the purpose of sports and games. Multipurpose Halls are used for large scale events.

A womens hostel for women nearby is recommended to students from the institution and to the alumnis traveling from a distance, which can be availed at affordable prices, especially during examination.

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

**7.1.9**

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

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

**Response:** A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.2 Best Practices****7.2.1**

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

**Response:**

2 main stakeholders of education sector: student and the teacher. With the following practices we are trying to attain the vision in best possible manner.

**I. Awareness Programme on Girls Education at Borhola Karbi Village:**

**Objectives :**

- To spread awareness among the people of Borhola Karbi Village about the importance of education for girls.

- To spread awareness among the people of Borhola Karbi village about the rights of girls .
- To highlight the benefits of girls education.

**The context:**

A Awareness Programme on "Girls Education" at Borhola Karbi Village, Jakhalabandha was organised in the context to spread awareness about the importance of girls education and to give opportunities to girls. The awareness Programme was organised in the context to promote equality in society.

**The practice:**

An awareness Programme on "Girls education" was organised at Borhola, Karbi Village, Jakhalabandha on 11-05-2024. The students of B.Ed 2nd year of 2023-24 session of Kaliabor College of Education accompanied the teachers of Kaliabor College of Education for the programme. The teachers and students of Kaliabor College of Education gave speech and lectures on girls education and its importance.

**Evidence of success:**

- 1) The people of Borhola Karibi Village joined the awareness programme.
- 2) The village Head joined the awareness programme.
- 3) Students gained sufficient experience to involve in such programmes for society.

**Problems encountered and resource required:**

The major problem was non availability of career aggregation facilities in the area. Weaving as a profession must be promoted for the better growth of economy.

**2. A Programme on" Preservation, Restoration & Conservation of Cultural property" at Saubhagya Madhab Devalaya.**

**Objectives :**

- 1) To spread awareness about restoration and preservation of ancient cultural properties of Saubhagya Madhav Devalaya.
- 2) To promote heritage of Ahom period.
- 3) To promote a sense of belonging towards culture and heritage of Assam in students.

**The context:**

The faculty Development programme on "Preservation, Restoration & Conservation of Cultural Property" at the venue Saubhagya Madhav Devalaya was organised in the context to restore and preserve resource of the Devalaya and to rescue, restore and preserve resource of the preserve the historical resources and heritage of Assam.

The faculty Development Programme on "Preservation, Restoration & Conservation of Cultural Property at the venue Saubhagya Madhav Devalaya, Kuwaritol on 10/06/2024. The invited resource person for the programme was renowned conservation is Bijoy Bhuyan with his team. The students and faculty members arrived at the venue.

**Evidence of Success:**

The students accompanied by the resource person, with his team and faculty members of Kaliabor College of Education arrived at Saubhagya Madhav Devalaya. The students and teachers gained practical Knowledge about the methods to restore and preserve ancient historical resources and properties of ancient period. The resource person and his team showed the methods to restore and preserve the historical resources and gave speech on the topic.

**Problems encountered and resource required:**

The problem accused with regard to non-availability of facilities to restore the historical resources. Resources to maintain the historical resources is required.

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

**7.3 Institutional Distinctiveness****7.3.1****Performance of the institution in one area of distinctiveness related to its vision, priority and thrust****Response:**

Our institution is deeply committed to the motto: "Preserving Heritage, Celebrating Legacy: Honouring Kaliabor Literacy and Freedom Fighters for a Brighter Future." This guiding principle not only reflects our respect for the past but also drives our commitment to building a brighter future through education, community engagement, and environmental stewardship.

**Preservation and Celebration of Heritage:** Central to our distinctiveness is the preservation and

celebration of Kaliabor rich literary and historical heritage. We have established a group of stalk holders along with teachers and students that focuses on documenting, preserving, and promoting the contributions of Kaliabor literary pioneers and freedom fighters. Our curriculum is infused with these local histories, allowing students to connect with their heritage in meaningful ways and fostering a deep sense of pride and responsibility.

**Community Engagement and Commemoration:** We believe that the true measure of honouring our heritage lies in active community engagement. Each year, our institution organizes commemorative events that bring together students, faculty, and the local community to honour the memory of Kaliabor freedom fighters. These events include lectures, cultural performances, and interactive sessions that highlight the sacrifices made by these heroes and their relevance in today's world. Additionally, our outreach programs extend beyond the campus, involving students in community service projects that address local needs, thereby instilling in them a sense of duty and social responsibility.

**Initiatives for Visitors:** In our continued effort to honour the legacy of freedom fighters, our college has taken a significant initiative to educate visitors about the sacrifices made by these heroes. We have established informative displays, interactive exhibits, and guided tours that provide a comprehensive overview of Kaliabor role in the freedom struggle. These initiatives not only enrich the visitor experience but also ensure that the stories of these freedom fighters are preserved and shared with a wider audience, fostering a greater appreciation for their contributions to our nation's history.

**Environmental Stewardship for a Sustainable Future:** Our commitment to a brighter future extends to environmental stewardship, recognizing that preserving our cultural heritage also involves protecting our natural resources. We have implemented comprehensive green initiatives across our campus, including waste management practices, water conservation efforts, and the promotion of renewable energy sources. These initiatives not only reduce our environmental footprint but also serve as practical learning experiences for our students, who are encouraged to think critically about sustainability and their role in shaping a greener future.

**Blending Tradition with Modernity:** The distinctiveness of our institution lies in our ability to blend tradition with modernity. While we are deeply rooted in the cultural and historical legacy of Kaliabor, we are equally committed to fostering innovation, critical thinking, and global awareness among our students. This holistic approach to education ensures that our graduates are well-prepared to meet the challenges of the future while remaining true to the values and ideals that have shaped our community.

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



## 5. CONCLUSION

---

### **Additional Information :**

Kaliabor College of Education works for the allround development of the teacher Trainees. With a view to achieve this aim the College organize different Co- Curricular activities like Literary, Games and sports, seminar, Orientation Programme, workshop, self defence for girls, picnic, get together etc.

- Kaliabor College of Education arranges exposure visit, Picnic, get together for the Teaching and Non Teaching staffs for giving them incentives.
- The College celebrates State, National and International important days with full Co- Operation with staffs and students.
- Kaliabor College of education always keeps the campus clean and green. For this purpose the college has appointed one Mali, one Sweeper and Gardening are given priority.

### **Concluding Remarks :**

Kaliabor College of Education is managed by Governing Body. Executive Committee of Kaliabor College of education is the Apex Body which is a Non-Profit Registered under the Societies Registration Act XXI of 1860, Guwahati, Assam bearing Registration No. RS/NG/254/S/07 of 2020-2021, The Governing Body of Kaliabor College of Education has been working for ensuring quality infrastructure, quality academic Environment with a view to move this College into Multi Disciplinary College. Since the establishment Kaliabor College of Education is continuously working towards the betterment of the society in and around the institution. The institution has good leadership to lead from the front with a supportive management. The College beliefs healthy Institutional values best practices.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification					
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li>1. Faculty of the institution</li> <li>2. Head/Principal of the institution</li> <li>3. Schools including Practice teaching schools</li> <li>4. Employers</li> <li>5. Experts</li> <li>6. Students</li> <li>7. Alumni</li> </ol> <p>Answer before DVV Verification : C. Any 3 of the above            Answer After DVV Verification: D. Any 2 of the above            Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>					
1.1.3	<p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <ol style="list-style-type: none"> <li>1. Website of the Institution</li> <li>2. Prospectus</li> <li>3. Student induction programme</li> <li>4. Orientation programme for teachers</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above            Answer After DVV Verification: D. Any 1 of the above            Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>					
1.2.2	<p><b>Average Number of Value-added courses offered during the last five years</b></p> <p>1.2.2.1. <b>Number of Value – added courses offered during the last five years</b>            Answer before DVV Verification:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 20px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					

2023-24	2022-23	2021-22	2020-21	2019-20
4	1	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	1	0	0	0

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
135	40	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
133	20	0	0	0

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

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

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

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	3	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	69	0	0	0

Remark : As per revised documents provided by HEI, and number of the students enrolled to be considered, thus DVV input is recommended.

1.4.1

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

**Structured feedback is obtained from**

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

Answer before DVV Verification : A. All of the above

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

Remark : As per revised documents provided, thus DVV input is recommended.

2.1.2

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
53	58	59	76	67

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
37	37	37	37	37

Remark : As per revised documents provided by HEI, and values should not be more than the extended id 1.3, thus DVV input is recommended.

2.2.2	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Mentoring / Academic Counselling</b></li> <li><b>2. Peer Feedback / Tutoring</b></li> <li><b>3. Remedial Learning Engagement</b></li> <li><b>4. Learning Enhancement / Enrichment inputs</b></li> <li><b>5. Collaborative tasks</b></li> <li><b>6. Assistive Devices and Adaptive Structures (for the differently abled)</b></li> <li><b>7. Multilingual interactions and inputs</b></li> </ol> <p>Answer before DVV Verification : A. Any 5 or more of the above  Answer After DVV Verification: B. Any 4 of the above  Remark : As per revised documents provided, thus DVV input is recommended.</p>
2.2.4	<p><b>Student-Mentor ratio for the last completed academic year</b></p> <p><b>2.2.4.1. Number of mentors in the Institution</b>  Answer before DVV Verification : 10  Answer after DVV Verification: 09</p> <p>Remark : As per revised documents provided, thus DVV input is recommended.</p>
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li><b>1. Understanding theory courses</b></li> <li><b>2. Practice teaching</b></li> <li><b>3. Internship</b></li> <li><b>4. Out of class room activities</b></li> <li><b>5. Biomechanical and Kinesiological activities</b></li> <li><b>6. Field sports</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above  Answer After DVV Verification: C. Any 2 of the above  Remark : As per revised documents provided, thus DVV input is recommended.</p>
2.3.6	<p><b>Institution provides exposure to students about recent developments in the field of education through</b></p> <ol style="list-style-type: none"> <li><b>1. Special lectures by experts</b></li> <li><b>2. 'Book reading' &amp; discussion on it</b></li> </ol>

	<p><b>3. Discussion on recent policies &amp; regulations</b></p> <p><b>4. Teacher presented seminars for benefit of teachers &amp; students</b></p> <p><b>5. Use of media for various aspects of education</b></p> <p><b>6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b></p> <p>Answer before DVV Verification : A. Any 5 or more of the above          Answer After DVV Verification: D. Any 2 of the above          Remark : As per revised documents provided, thus DVV input is recommended.</p>
<p>2.4.1</p>	<p><b>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</b></p> <ol style="list-style-type: none"> <li><b>1. Organizing Learning (lesson plan)</b></li> <li><b>2. Developing Teaching Competencies</b></li> <li><b>3. Assessment of Learning</b></li> <li><b>4. Technology Use and Integration</b></li> <li><b>5. Organizing Field Visits</b></li> <li><b>6. Conducting Outreach/ Out of Classroom Activities</b></li> <li><b>7. Community Engagement</b></li> <li><b>8. Facilitating Inclusive Education</b></li> <li><b>9. Preparing Individualized Educational Plan(IEP)</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above          Answer After DVV Verification: C. Any 4 or 5 of the above          Remark : As per revised documents provided, thus DVV input is recommended.</p>
<p>2.4.7</p>	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li><b>1. Library work</b></li> <li><b>2. Field exploration</b></li> <li><b>3. Hands-on activity</b></li> <li><b>4. Preparation of term paper</b></li> <li><b>5. Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : As per revised documents provided, thus DVV input is recommended.</p>
<p>2.4.10</p>	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li><b>1. Classroom teaching</b></li> <li><b>2. Mentoring</b></li> <li><b>3. Time-table preparation</b></li> <li><b>4. Student counseling</b></li> </ol>

5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 4 or 5 of the above

Remark : As per revised documents provided, thus DVV input is recommended.

2.5.2	<p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p>2.5.2.1. <b>Number of full time teachers in the institution with Ph.D. degree during last five years</b></p> <p>Answer before DVV Verification : 6 Answer after DVV Verification: 4</p> <p>Remark : As per revised documents provided, thus DVV input is recommended.</p>																				
3.3.1	<p><b>Average number of outreach activities organized by the institution during the last five years..</b></p> <p>3.3.1.1. <b>Total number of outreach activities organized by the institution during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1151 1046 1285"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>3</td> <td>3</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1364 1046 1498"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>01</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per revised documents provided by HEI, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	10	3	3	0	1	2023-24	2022-23	2021-22	2020-21	2019-20	05	01	00	00	00
2023-24	2022-23	2021-22	2020-21	2019-20																	
10	3	3	0	1																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
05	01	00	00	00																	
3.3.2	<p><b>Percentage of students participating in outreach activities organized by the institution during the last five years</b></p> <p>3.3.2.1. <b>Number of students participating in outreach activities organized by the institution during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1856 1046 1991"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>0</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2023-24	2022-23	2021-22	2020-21	2019-20	100	100	100	0	100										
2023-24	2022-23	2021-22	2020-21	2019-20																	
100	100	100	0	100																	

2023-24	2022-23	2021-22	2020-21	2019-20
100	60	0	0	0

Remark : As per revised documents provided, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
8	4	5	1	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
05	02	03	01	00

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

**4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6470062	5841410	3482810	4516090	2142115

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
59.7	44.2	33.4	40.5	20.1

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:



2023-24	2022-23	2021-22	2020-21	2019-20
56430	31800	37709	143879	10612

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5.24	5.24	5.24	5.24	5.24

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

**4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1612690	2342790	2735339	2430557	589123

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
16.13	23.42	27.35	24.30	5.89

Remark : As per revised documents provided by HEI, thus DVV input is recommended.

**5.1.2 Available student support facilities in the institution are:**

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: D. Any 5 of the above

Remark : As per revised documents provided, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	300000	2000	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.0	0.0	3.0	0.02	0.0

Remark : As per revised documents provided, thus DVV input is recommended.

7.1.7

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	50551	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0.51	0	0	0

Remark : As per revised documents provided, thus DVV input is recommended.

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>37</td> <td>37</td> <td>37</td> <td>37</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	50	50	50	50	50	2023-24	2022-23	2021-22	2020-21	2019-20	37	37	37	37	37
2023-24	2022-23	2021-22	2020-21	2019-20																	
50	50	50	50	50																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
37	37	37	37	37																	

1.6	<p><b>Number of students enrolled(admitted) year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 463 986 575"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>100</td> <td>98</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	100	100	100	100	100	2023-24	2022-23	2021-22	2020-21	2019-20	100	100	100	100	98
2023-24	2022-23	2021-22	2020-21	2019-20																	
100	100	100	100	100																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
100	100	100	100	98																	
2.1	<p><b>Number of full time teachers year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 734 986 846"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>17</td> <td>17</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 927 986 1039"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	25	25	17	17	17	2023-24	2022-23	2021-22	2020-21	2019-20	24	24	16	16	16
2023-24	2022-23	2021-22	2020-21	2019-20																	
25	25	17	17	17																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
24	24	16	16	16																	
2.2	<p><b>Number of Sanctioned posts year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1196 986 1308"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>25</td> <td>17</td> <td>17</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1388 986 1500"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	25	25	17	17	17	2023-24	2022-23	2021-22	2020-21	2019-20	24	24	16	16	16
2023-24	2022-23	2021-22	2020-21	2019-20																	
25	25	17	17	17																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
24	24	16	16	16																	
3.1	<p><b>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1659 986 1771"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>8360679</td> <td>9233662</td> <td>6721514</td> <td>8724729</td> <td>3160403</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1852 986 1964"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>144.4</td> <td>117.5</td> <td>56.90</td> <td>73.50</td> <td>74.70</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	8360679	9233662	6721514	8724729	3160403	2023-24	2022-23	2021-22	2020-21	2019-20	144.4	117.5	56.90	73.50	74.70
2023-24	2022-23	2021-22	2020-21	2019-20																	
8360679	9233662	6721514	8724729	3160403																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
144.4	117.5	56.90	73.50	74.70																	