

The Annual Quality Assurance
Report (AQAR)
Session : 2024-25

KALIABOR COLLEGE OF
EDUCATION

Part – A

1. Data of the Institution

(Data may be captured from IIQA)

1. Name of the Institution: KALIABOR COLLEGE OF EDUCATION

- Name of the Head of the institution: Dr. T. Kumbang
- Designation: Principal
- Does the institution function from own campus?: YES
- Phone no./Alternate phone no.: 03672295525/03672295523
- Mobile no.: 9366278485
- Registered e-mail: principalkaliabor1992@gmail.com
- Alternate e-mail : iqackce92@gmail.com
- Address : P.O-Kuwaritol, P.S- Kaliabor
- City/Town : Nagaon
- State/UT : Assam
- Pin Code : 782137

2. Institutional status:

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution: Co-education/Men/Women: **Co-education**
- Location : Rural/Semi-urban/Urban: **Rural**
- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self-financing (please specify)- **Self financing**
- Name of the Affiliating University: **Gauhati University**
- Name of the IQAC Co-ordinator : Ankita Roy
- Phone no. : 6000050372
- Alternate phone no. 9127447710
- Mobile: 6000050372
- IQAC e-mail address: iqackce92@gmail.com
- Alternate Email address: ankitaroy604@gmail.com

3. Website address:

Web-link of the AQAR: (Previous Academic Year):

<https://kaliaborcollegeofeducation.org.in/wp-content/uploads/2025/03/SSR-Report-KCE.pdf>

4. Whether Academic Calendar prepared during the year?

Yes

Weblink: <https://kaliaborcollegeofeducation.org.in/wp-content/uploads/2026/02/Academic-calendar-B.ED.-D.El.-ED-2024-25.pdf>

5. Accreditation Details:

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 st	B+	2.54	2025	from: 6 th Feb-2025 to: 5 th Feb -2030

6. Date of Establishment of IQAC: 01/09/2021

7. Provide the list of funds by Central/ State Government-UGC/ICSSR/

IUCTE/CSIR/DST/DBT/CPE of UGC/PMNMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
State Government	Construction of building at Kaliabor College of Education	Office of the co- district commissioner	2025	15 Lakh

8. Whether composition of IQAC as per latest NAAC guidelines: Yes/No: YES

*upload latest notification of formation of IQAC

<https://drive.google.com/file/d/1IMhQsqDyBC79iRq9ysS0PWhvx36i3sPE/view?usp=sharing>

9. No. of IQAC meetings held during the year: 17

The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.....

Yes/No: **YES**

minutes of meetings and action taken report)

<https://drive.google.com/file/d/1-hs7NygEELng8555oGULcIlkK3HFVG1n/view?usp=sharing>

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

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

* **Strengthened Academic Quality Assurance:** Introduced structured feedback and monitoring systems to continuously improve teaching-learning outcomes.

* **Digital Transformation in Learning:** Expanded ICT-enabled teaching practices, blended learning modules, and online workshops for faculty and students.

* **Accreditation & Compliance Support:** Streamlined documentation processes, prepared AQAR, and ensured timely compliance with NAAC requirements.

* **Capacity Building & Training:** Organized faculty development programs, student skill enhancement workshops, and seminars to foster professional growth.

* **Community & Industry Engagement:** Facilitated MoUs with local industries and NGOs, and organized extension activities such as environmental awareness drives and skill-based outreach programs for rural youth.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action and Outcome:

https://drive.google.com/file/d/1yv0Ot-Nqj-0Apzq9epB_0OgpNVSJDWnn/view?usp=sharing

13. Whether the AQAR was placed before statutory body? Yes /No: **No**

14. Name of the statutory body: Date of meeting(s):

15. Whether institutional data submitted to AISHE: **Yes**

Year: **2024-25** Date of Submission: **31-07-2025**

Institutional Preparedness for NEP 2020:

(Description in maximum 500 words)

1. Multidisciplinary / interdisciplinary:

- a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution.

Response: Kaliabor College of Education stands as a forward-looking institution, deeply aligned with the transformative vision of the National Education Policy (NEP) 2020. Rooted in the principles of holistic and multidisciplinary education, the college is committed to nurturing future educators and professionals who can contribute meaningfully on both national and global platforms. By embracing NEP's emphasis on innovation, critical thinking, and inclusivity, the institution ensures that its students are equipped not only with academic knowledge but also with the skills necessary to thrive in a rapidly evolving world.

The college offers a diverse portfolio of programs, including B.Ed., Diploma in Elementary Education, and B.A., each enriched with specialized modules in Drama, Art, and ICT-based learning. These modules are designed to foster creativity, logical reasoning, and analytical problem-solving—skills that are central to NEP's vision of preparing learners for the challenges of the 21st century. The integration of technology into pedagogy further enhances the teaching-learning process, making education more interactive, accessible, and future-ready.

As a multidisciplinary institution, Kaliabor College of Education emphasizes experiential learning and the development of well-rounded individuals. Students are encouraged to explore beyond traditional boundaries, engaging in artistic expression, digital literacy, and collaborative projects that strengthen their ability to adapt and innovate. This approach not only prepares them for careers in education but also empowers them to become leaders and change-makers in society.

Looking ahead, the college has set a strategic goal to introduce the M.Ed. program by 2030. This expansion reflects its commitment to advancing teacher education and research, thereby contributing to the professional growth of educators and the overall improvement of the education system. By offering advanced opportunities for specialization and scholarly engagement, the institution aims to create a strong foundation for educational excellence in the region.

In essence, Kaliabor College of Education embodies the spirit of NEP 2020 by fostering an environment where knowledge, creativity, and innovation converge. Its dedication to quality education, coupled with a vision for future growth, positions it as a dynamic institution shaping the educators of tomorrow.

- b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations.

Response: Kaliabor College of Education follows a holistic and multidisciplinary approach in line with the objectives of NEP 2020. The institution promotes the integration of Humanities, Social Sciences, Arts, Languages, and Science with STEM education to prepare future teachers with diverse knowledge, critical thinking abilities, creativity, and problem-solving skills.

The college integrates subjects such as Educational Psychology, Philosophy, Sociology, Environmental Education, ICT, Health and Physical Education, Fine Arts, and Language Education within the B.Ed. curriculum. These courses help students understand the interrelationship between science, technology, society, culture, and human values.

To strengthen interdisciplinary learning, the institution organizes seminars, workshops, community outreach programmes, science awareness activities, environmental campaigns, yoga programmes, and ICT-based training. Students are encouraged to participate in action research, project work, field studies, and extension activities that combine scientific knowledge with social and humanistic perspectives.

The institution also offers value-added and certificate courses such as Beautician, Yoga Education, and Communication Skills. Through these initiatives, students gain practical experience and develop competencies required for twenty-first-century teaching and learning. By integrating Humanities and Science with STEM education, Kaliabor College of Education aims to nurture well-rounded, socially responsible, and professionally competent teachers capable of addressing contemporary educational challenges.

- c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain.

Response:

Kaliabor College of Education offers a flexible and innovative curriculum in accordance with the affiliating university regulations and the objectives of the National Education Policy (NEP) 2020. The institution is committed to fostering holistic and multidisciplinary education by embedding diverse academic and co-curricular components that nurture professional competence, social responsibility, and ethical values among student-teachers.

The B.Ed., B.A., and Diploma in Elementary Education (D.El.Ed.) programmes integrate multiple dimensions of experiential learning and value-based education. These programmes include school internships, field-based projects, community outreach initiatives, and action research that enable students to connect theory with practice. Activities such as environmental awareness campaigns, literacy drives, health and hygiene programmes, yoga sessions, and value education initiatives are embedded into the curriculum to promote well-being, sustainability, and civic engagement. These engagements not only strengthen pedagogical skills but also cultivate leadership, teamwork, and empathy—qualities essential for effective educators and responsible citizens.

In addition, the institution organizes seminars, workshops, certificate courses, and value-added programmes on themes such as environmental sustainability, inclusive education, life skills, communication skills, and professional ethics. ICT-enabled learning, project work, and

experiential activities further enhance the teaching-learning process, equipping students with digital competencies and innovative pedagogical approaches. By engaging in these activities, learners gain opportunities to integrate theoretical knowledge with practical application, thereby developing critical thinking, creativity, and problem-solving abilities.

The curriculum also emphasizes extension activities that encourage students to actively participate in community service and outreach. These engagements foster a sense of social responsibility and prepare learners to contribute meaningfully to society. Through value education initiatives, the institution ensures that students internalize ethical principles and develop a strong moral compass, aligning with NEP's vision of producing responsible citizens and professionals.

Overall, the academic framework of Kaliabor College of Education reflects flexibility, innovation, and inclusivity. By combining credit-based courses, experiential projects, and value-driven initiatives across B.Ed., B.A., and D.El.Ed. programmes, the institution ensures the holistic development of student-teachers. This approach directly contributes to the attainment of multidisciplinary education envisioned in NEP 2020, positioning the college as a dynamic center for excellence in teacher education.

- d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples.

Response:

The institution plans to implement a multidisciplinary flexible curriculum in line with NEP 2020, ensuring multiple entry and exit options while maintaining academic rigor. Students may exit after each year with appropriate certification or continue to complete the full degree. The curriculum integrates vocational courses, skill-based training, internships, and value-added programmes such as ICT Skills, Yoga, Entrepreneurship, and Environmental Studies. Blended learning, experiential projects, and community engagement activities ensure holistic development, employability, and lifelong learning opportunities.

Year of Study	Exit Option	Award/Certification	Example Courses/Activities
End of 1st Year	Certificate	Certificate in Foundational Studies	ICT Skills, Communication Skills, Yoga
End of 2nd Year	Diploma	Diploma in Applied Studies	Entrepreneurship, Environmental Studies, Community Engagement
End of 3rd Year	Degree	Bachelor's Degree	Practice Teaching, Internships, Research Projects

- e) What are the institutional plans to engage in more multidisciplinary research endeavors to find solutions to society's most pressing issues and challenges?

Response:

Kaliabor College of Education is committed to promoting multidisciplinary research in line with the vision of NEP 2020. The institution encourages faculty members and students to undertake research projects that address contemporary educational, social, environmental, and community-related issues.

The college plans to strengthen research culture through collaborative studies involving education, social sciences, environmental studies, health, ICT, and community development. Action research, field studies, surveys, and community-based projects are regularly encouraged to identify and address local challenges.

The institution also plans to organize research methodology workshops, seminars, conferences, and faculty development programmes to enhance research competencies. Collaboration with schools, higher educational institutions, government agencies, and community organizations will be strengthened to facilitate interdisciplinary research.

Special emphasis will be given to areas such as inclusive education, environmental sustainability, literacy development, gender equity, digital education, health and hygiene awareness, and community empowerment. Through these initiatives, the institution aims to contribute meaningful solutions to societal challenges while enriching academic knowledge and professional practice.

- f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020.

Response: The institution actively promotes a multidisciplinary and interdisciplinary approach by offering both certificate and undergraduate courses that blend diverse fields of study. Certificate programmes in Beautician Training, Communication Skills, and ICT Skills provide vocational and skill-based learning opportunities beyond the core curriculum. Under the FYUGP B.A. programme, students are offered AEC (Ability Enhancement Courses), VAC (Value Added Courses), MDC (Multidisciplinary Courses), and SEC (Skill Enhancement Courses), ensuring flexibility and exposure to multiple disciplines. These initiatives integrate arts, vocational skills, ICT, entrepreneurship, and communication, thereby fostering holistic development, employability, and lifelong learning. The approach aligns with NEP 2020 by encouraging students to explore varied domains, develop interdisciplinary competencies, and adapt to diverse career pathways.

2. Academic bank of credits (ABC):

- a) Describe the initiatives taken by the institution to fulfil the requirement of Academic bank of credits as proposed in NEP 2020.

Response:

Kaliabor College of Education is committed to implementing the provisions of the Academic Bank of Credits (ABC) as envisioned in NEP 2020. The institution has initiated measures to create awareness among faculty members and students regarding the ABC system and its benefits. The college encourages students to register on the ABC portal and facilitates the creation of Academic Bank of Credit accounts.

To ensure effective implementation, the institution has upgraded its ICT infrastructure, strengthened digital record management systems, and aligned academic processes with the guidelines of the University Grants Commission (UGC) and the affiliating university. Workshops, orientation programmes, and awareness sessions are organized regularly to familiarize stakeholders with credit accumulation, credit transfer, and academic mobility.

The institution also promotes online learning through platforms such as SWAYAM and other approved MOOCs, enabling students to earn and transfer credits. Through these initiatives, the college aims to provide greater flexibility, accessibility, and lifelong learning opportunities to students in accordance with NEP 2020.

- b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details.

Response:

At present, all students of Kaliabor College of Education have successfully created their Academic Bank of Credits (ABC) accounts, enabling them to accumulate and store credits earned during their academic journey. This initiative ensures that learners are already positioned to avail the benefits of multiple entry and exit options as envisioned in the National Education Policy (NEP) 2020. By having individual ABC accounts, students gain flexibility in pursuing their studies, with the assurance that their credits remain secure and transferable across recognized institutions.

However, the institution itself has not yet registered under the ABC system as a credit-depositing institution. While students can maintain their accounts, the college is currently unable to directly deposit credits into them. Recognizing the importance of institutional registration, Kaliabor College of Education is in the process of initiating formal registration through the ABC portal (<https://www.abc.gov.in>), in close coordination with its affiliating body, Gauhati University, and under the recognition of the National Council for Teacher Education (NCTE).

Once the registration is completed, the college will be able to directly deposit credits earned by students in programmes such as B.Ed., B.A., and D.El.Ed. into their ABC accounts. This integration will ensure seamless transferability of credits, recognition across institutions, and enhanced flexibility for learners to design their own academic pathways. It will also strengthen the institution's compliance with NEP 2020, positioning it as a progressive and learner-centric center for teacher education.

The institution has already prepared the necessary compliance documents, including affiliation letters, NCTE recognition, and programme details, and plans to complete the registration process within the stipulated timeframe. This step reflects the college's commitment to implementing NEP 2020 in both letter and spirit, thereby empowering students with greater academic mobility and contributing to the creation of a robust, flexible, and multidisciplinary education system.

- c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer.

Response:

Kaliabor College of Education is committed to advancing the vision of the National Education Policy (NEP) 2020 by fostering collaboration, internationalization of education, and enabling credit transfer. The institution recognizes that global exposure and academic mobility are essential for preparing educators and professionals capable of contributing to a knowledge-driven society.

At present, all students of the college have successfully created their Academic Bank of Credits (ABC) accounts, which allow them to accumulate and store credits earned during their academic journey. While the institution itself has not yet registered under the ABC system as a credit-depositing institution, it is in the process of initiating formal registration through the ABC portal in coordination with Gauhati University and under the recognition of NCTE. Once completed, this will enable seamless credit transfer and multiple entry and exit options across programmes such as B.Ed., B.A., and D.El.Ed.

In addition to national initiatives, the college has also taken steps toward internationalization. It has signed an international Memorandum of Understanding (MoU) with Uma Global, Inc., New York Metropolis, UK, under which faculty members successfully completed a certificate course and participated in technical and discussion sessions conducted through video conferencing last year. This collaboration provided faculty with exposure to global perspectives and innovative practices, enriching their professional development.

- d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc.

Response:

Kaliabor College of Education provides academic freedom to its faculty members within the framework prescribed by the affiliating university and regulatory bodies. This freedom empowers teachers to innovate in their teaching practices while ensuring adherence to academic standards. Faculty members are encouraged to adopt diverse and creative teaching-learning strategies that enhance student engagement, foster curiosity, and improve learning outcomes.

Teachers are given the autonomy to select appropriate reference books, reading materials, digital resources, and supplementary learning materials relevant to course objectives. This flexibility allows them to tailor content to the needs of learners and enrich classroom experiences. Learner-centred pedagogies such as project-based learning, experiential learning, collaborative learning, group discussions, seminars, case studies, field visits, and ICT-enabled teaching are widely employed. These approaches ensure that students actively participate in the learning process, thereby developing critical thinking, creativity, and problem-solving skills.

Faculty members are also encouraged to design assignments, presentations, action research projects, reflective journals, and practical activities that promote independent learning and analytical reasoning. Continuous internal assessment methods, including formative evaluations, presentations, and feedback sessions, are used to monitor students' progress. Constructive feedback is provided regularly, enabling learners to identify their strengths and areas for improvement.

In addition to classroom teaching, faculty members organize seminars, workshops, and

extension activities that expose students to real-world issues and broaden their perspectives. Such initiatives contribute to holistic student development by integrating academic knowledge with social responsibility and ethical values.

- e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020.

Response:

Kaliabor College of Education has adopted several good practices to facilitate the effective implementation of the Academic Bank of Credits (ABC) system in accordance with the vision of the National Education Policy (NEP) 2020. These practices are designed to ensure that both students and faculty members are well-informed, technologically equipped, and academically prepared to benefit from the flexibility and opportunities offered under the ABC framework.

One of the key initiatives undertaken by the institution is the organization of awareness programmes and orientation sessions. These regular activities are conducted for both students and faculty members to familiarize them with ABC registration procedures, credit accumulation, and transfer mechanisms. Such sessions help stakeholders understand the advantages of multiple entry and exit provisions and lifelong learning opportunities.

The college also emphasizes digital record management, maintaining academic records in electronic format to ensure efficient documentation and tracking of student achievements and credits. This practice strengthens transparency and facilitates seamless integration with the ABC system.

To promote academic enrichment, students are encouraged to enroll in SWAYAM, MOOCs, and other recognized online courses. These platforms provide additional learning opportunities and contribute to future credit transfer possibilities. The institution further supports this initiative by continuously strengthening its ICT infrastructure, enabling smooth digital processes and effective implementation of ABC-related activities.

Faculty mentors play a crucial role in academic counselling, guiding students on credit-based learning, academic planning, and the opportunities available under the ABC framework. In addition, the college organizes workshops and discussions on NEP 2020, highlighting the objectives and benefits of ABC, including academic flexibility, lifelong learning, and multidisciplinary education.

3. Skill development:

- a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework

Response:

Kaliabor College of Education has undertaken several initiatives to strengthen vocational education and soft skills of students in alignment with the National Skills Qualifications Framework (NSQF). The institution recognizes that skill development is essential for employability and holistic education and therefore integrates vocational and soft skill components across its programmes.

Students are encouraged to participate in certificate courses, workshops, and training sessions that focus on communication skills, ICT proficiency, life skills, and professional ethics.

The college also organizes seminars and interactive sessions with experts to expose learners to practical knowledge and career opportunities.

To promote vocational education, learners are guided to enroll in SWAYAM, MOOCs, and other skill-based online courses recognized under NSQF. These courses provide flexibility and allow students to accumulate credits that can be transferred under the Academic Bank of Credits (ABC) framework.

Soft skills are further strengthened through experiential learning activities such as group discussions, debates, presentations, reflective journals, and project-based assignments. Students also engage in community outreach programmes, internships, and field visits, which enhance teamwork, leadership, and problem-solving abilities.

- b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education.

Response:

Kaliabor College of Education integrates vocational education with mainstream teacher education in alignment with the National Skills Qualifications Framework (NSQF) and the vision of NEP 2020. The institution has designed a range of programmes and activities that strengthen employability, skill development, and holistic growth of learners.

Value-Added Courses such as beautician training, ICT training, and yoga sessions are offered to equip students with practical skills beyond the classroom. These courses enhance creativity, digital literacy, and personal well-being.

Skill Development Workshops are organized regularly to provide hands-on training in communication, ICT applications, and professional ethics. Students also participate in community outreach and extension activities, which foster social responsibility and experiential learning.

Through internship and school-based training, learners gain exposure to real teaching environments while simultaneously developing organizational and interpersonal skills. The college also conducts career counselling and employability programmes to guide students in academic planning and career pathways.

Digital literacy is promoted through ICT-based learning modules, while entrepreneurship and leadership development activities encourage innovation, teamwork, and problem-solving.

- c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc.

Response:

Kaliabor College of Education promotes value-based education through a blend of curricular and co-curricular activities designed to foster humanistic, ethical, constitutional, and universal values among learners. The institution believes that education must go beyond academic knowledge to nurture responsible citizens with integrity, compassion, and social awareness.

Regular celebration of national days such as Independence Day, Republic Day, and Gandhi Jayanti instils patriotism, respect for constitutional values, and a sense of citizenship. Literacy awareness campaigns, environmental programmes, and community service activities encourage students to engage with society, thereby cultivating empathy, social responsibility, and ethical conduct.

The college also organizes yoga and wellness sessions to promote peace (Shanti), love (Prem), and non-violence (Ahimsa), while discussions on social responsibilities highlight the importance of truth (Satya), righteousness (Dharma), and democratic values. Faculty members integrate these themes into classroom teaching, reflective journals, and project-based learning, ensuring that students internalize values in both academic and personal contexts.

Life-skills education is emphasized through group discussions, debates, and experiential learning activities that strengthen communication, problem-solving, and decision-making abilities. By embedding values such as scientific temper, citizenship, and universal human values into everyday practices, the institution ensures holistic student development and prepares learners to contribute positively to society.

- d) Enlist the institution's efforts to:

- i. Design a credit structure to ensure that all students take at least one vocational course before graduating.

Programme	Semester	Vocational Courses	Credit
FYUGP B.A	1 st	Mental Health and Hygiene	3
	2 nd	Yoga and Wellness	3
	3 rd	Life Skill Education	3
B.ED	1 st	Drama & Art in Education	2
	1 st	ICT & Classroom Transaction	2
	2 nd	Inclusion in Education	2
D.El.ED	1 st	Art & Creative Education	2
	1 st	Yoga Education	2
	1 st	Work and Education	2
	2 nd	ICT integrated Pedagogy	2

- ii. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions.

► To strengthen vocational education and bridge faculty gaps, the institution actively engages industry veterans and master crafts persons. Experts from SCERT, NCTE, Brahmaputra Valley Aromatic Oil Industry, local entrepreneurs, artisans, yoga instructors, beauticians, and self-defence trainers are invited to conduct workshops, demonstrations, and hands-on training sessions.

- iii. To offer vocational education in ODL/blended/on-campus modular modes to Learners.

► The institution offers vocational and skill development programmes in ODL, blended, and on-campus modular modes. Delivery is ensured through classroom teaching, workshops, online sessions, blended learning approaches, and practical demonstrations supported by ICT facilities. This flexible model enables learners to acquire vocational skills effectively, combining theoretical knowledge with hands-on practice and digital learning resources.

- iv. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification.

Skilling courses are planned to be offered to students through online and/or distance mode.

► The institution collaborates with government departments, local industries, NGOs, and recognized agencies to organize certificate courses and skill development programmes. Students receive certificates upon successful completion.

- v. Skilling courses are planned to be offered to students through online and/or distance mode.

► Students are encouraged to enrol in SWAYAM, NPTEL, DIKSHA, and other online platforms to pursue skilling courses through online and distance modes. The institution further strengthens digital and professional competencies by organizing webinars, online workshops, and ICT-based training programmes, ensuring flexible access to vocational education and lifelong learning opportunities.

- e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020.

Response:

Kaliabor College of Education promotes skill development in line with NEP 2020 through diverse initiatives. The institution offers Value-Added Courses such as Beautician Training, Yoga, Self-Defence, Entrepreneurship, ICT, and Communication Skills to enhance employability. Regular workshops, seminars, and hands-on training with experts from SCERT, NCTE, local industries, and entrepreneurs provide practical exposure. Students engage in community service, internships, school activities, and field visits, strengthening leadership and problem-solving skills. Digital literacy is fostered through ICT-enabled learning and platforms

like SWAYAM, DIKSHA, and NPTEL. Programmes on local resources, entrepreneurship, and indigenous knowledge further support sustainable livelihoods and holistic growth.

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

- a. Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses.

► The institution integrates the Indian Knowledge System (IKS) in line with NEP 2020 through curricular and co-curricular activities. Classroom teaching is conducted bilingually in English and Assamese to ensure better comprehension. Regular programmes on Indian culture, indigenous knowledge, local traditions, yoga, environmental sustainability, medicinal and aromatic plants, and value education are organized to promote holistic learning. Students are encouraged to participate in webinars, SWAYAM/DIKSHA courses, seminars, workshops, and field-based activities related to IKS. These initiatives foster appreciation of India's linguistic and cultural heritage while equipping learners with practical skills and values for sustainable and inclusive education

- b. What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details.

► The institution trains faculty to adopt bilingual teaching (English and Assamese) through Faculty Development Programmes, orientation sessions, workshops, and ICT training. Teachers are encouraged to prepare bilingual teaching-learning materials, presentations, and assessment tools to ensure inclusive classroom delivery. To further strengthen accessibility, students are also permitted to write answer sheets in bilingual mode, allowing them to express ideas confidently in both languages.

- c. Provide the details of the degree courses taught in Indian languages and bilingually in the institution.

► The institution follows the curriculum prescribed by the affiliating university and ensures effective delivery through bilingual teaching (English and Assamese) wherever required. Classroom instruction is supplemented with practical sessions, discussions, seminars, and mentoring activities conducted in both languages to meet students' diverse needs. This bilingual approach enhances comprehension, promotes inclusivity, and bridges linguistic gaps, allowing learners to engage more confidently with academic content.

- d. Describe the efforts of the institution to preserve and promote the following:

- i) Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.)
- ii) Indian ancient traditional knowledge
- iii) Indian Arts
- iv) Indian Culture and traditions.

Response: The institution actively preserves and promotes cultural heritage and national

values through the celebration of festivals and events such as Rabha Divas, Bihu, Constitution Day, and International Yoga Day. The Indian Knowledge System is integrated via yoga, value education, environmental awareness, and community engagement. Workshops on local resources, entrepreneurship, medicinal and aromatic plants, and indigenous practices are organized to foster sustainable skills. Traditional art, music, dance, folk culture, and crafts are encouraged through cultural programmes. Observing national and regional events instills constitutional values, cultural pride, and national integration, supported with documentary evidence like reports, photographs, and certificates.

The institution integrates the Indian Knowledge System by promoting bilingual teaching in English and Assamese, organizing literary activities, and conducting awareness programmes on tribal and indigenous languages. It emphasizes traditional knowledge through yoga, Ayurveda, environmental sustainability, and workshops on local resources, entrepreneurship, and medicinal plants. Students actively engage in Indian arts such as Bihu, Rabha Divas, folk dance, music, drama, and craft exhibitions, while cultural festivals highlight handicrafts and visual arts. National and regional events like Independence Day, Constitution Day, and Saraswati Puja foster respect for India's heritage, constitutional values, unity in diversity, and sustainable living.

- e. Describe any good practice/s of the institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020.

Response: Kaliabor College of Education has adopted innovative practices to integrate the Indian Knowledge System (IKS) in line with NEP 2020. Classroom teaching is conducted bilingually in English and Assamese, while programmes on yoga, value education, environmental awareness, and community engagement strengthen holistic learning. Regular workshops, seminars, and awareness programmes on indigenous knowledge, local natural resources, medicinal and aromatic plants, and entrepreneurship provide practical exposure. National and regional cultural events such as Rabha Divas, Bihu, International Yoga Day, Constitution Day, and Gandhi Jayanti are celebrated to promote Indian culture and heritage. In addition, the institution emphasizes digital promotion of IKS by encouraging faculty and students to enroll in SWAYAM, DIKSHA, NPTEL, and other online courses. Webinars, online lectures, and ICT-enabled sessions on Indian philosophy, constitutional values, and sustainable development are organized, supported by digital resources and bilingual learning materials.

v. Focus on Outcome based education (OBE):

- i) Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)?

► The institution follows the curriculum prescribed by the affiliating university and aligns its teaching-learning process with the principles of Outcome Based Education (OBE) and NEP 2020. Course Outcomes (COs) and Programme Outcomes (POs) are communicated to students at the beginning of each semester to ensure clarity of expectations. Experiential learning is promoted through internships, practice teaching, community work, field visits, workshops, seminars, and project work. ICT-enabled teaching, blended learning, value-added courses, and skill development programmes are integrated to enhance competencies. Achievement of learning outcomes is regularly assessed through Continuous Internal Evaluation (CIE) methods.

ii) Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices.

► Teaching plans are prepared in alignment with Course Outcomes (COs) and Programme Outcomes (POs) to ensure clarity of objectives. Student-centred methods such as group discussions, presentations, seminars, peer teaching, case studies, and practical activities are adopted to enhance engagement. Learning outcomes are assessed through internal tests, assignments, projects, internships, practical exams, and university examinations. Feedback from students, alumni, employers, and practice teaching schools is systematically analysed by the IQAC, and corrective measures are implemented to improve outcomes.

f) Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020

Response:

The institution has adopted several good practices to strengthen Outcome Based Education (OBE) in line with NEP 2020. Teaching plans are prepared based on Course Outcomes (COs) and Programme Outcomes (POs), which are communicated to students at the beginning of each semester. Student-centred methods such as group discussions, seminars, peer teaching, case studies, and practical activities are integrated to enhance engagement. Learning outcomes are assessed through internal tests, assignments, projects, internships, practical exams, and university examinations. Continuous mentoring, remedial classes, and career guidance support holistic development. Feedback from students, alumni, employers, and practice teaching schools is analysed by the IQAC, and corrective measures are implemented to ensure continuous quality improvement and attainment of programme outcomes.

6. Distance education/online education:

a) Delineate the possibilities of offering vocational courses through ODL mode in the institution.

► The institution encourages students to pursue vocational and skill-based courses through Open and Distance Learning (ODL) and online platforms in line with NEP 2020. Learners are motivated to enroll in certificate programmes offered by SWAYAM, DIKSHA, NPTEL, IGNOU, and other recognized platforms. Vocational and value-added courses such as ICT Skills, Yoga, Entrepreneurship, Communication Skills, Self-Defence, and Beautician Training are supported through blended and online learning approaches. The institution also plans to expand online and hybrid vocational programmes by collaborating with recognized agencies and resource persons, thereby enhancing employability, life skills, and lifelong learning opportunities for students.

b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning.

► The institution enhances teaching-learning through ICT-enabled classrooms, LCD projectors, smart tools, computers, Wi-Fi, and digital resources. Faculty members effectively use Google Classroom, Google Meet, Zoom, PowerPoint presentations, YouTube educational videos, and e-content to deliver lessons. Study materials, assignments, notices, and feedback

are shared via digital platforms and WhatsApp groups to ensure accessibility. Students are encouraged to pursue online courses through SWAYAM, DIKSHA, and NPTEL for skill enrichment. Blended learning is promoted by combining face-to-face teaching with online resources, webinars, seminars, and digital assessments, thereby fostering interactive, flexible, and outcome-oriented education in line with NEP 2020.

c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020.

► The institution has adopted several good practices to strengthen Distance and Online Education in line with NEP 2020. Students are encouraged to enroll in online courses offered by SWAYAM, DIKSHA, NPTEL, and IGNOU, thereby expanding access to vocational and skill-based learning. Faculty members integrate ICT-enabled teaching, blended learning, and digital resources to ensure flexibility and inclusivity. Study materials, assignments, and feedback are shared through Google Classroom, WhatsApp groups, and other online platforms to maintain continuity of learning. Regular webinars, online lectures, and e-content development promote Indian Knowledge System, constitutional values, and sustainable practices. These initiatives enhance employability, digital literacy, and lifelong learning, ensuring holistic student development in accordance with NEP 2020.

2. Extended Profile of the Institution

1 Student:

1.1 Number of students on roll during the year

Year	2024
Number	170

1.2 Number of seats sanctioned during the year

Year	2024
Number	270

1.3 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

Year	2024
Number	86

1.4 Number of outgoing / final year students who appeared for final examination during the year

Year	2024
Number	148

1.5 Number of graduating students during the year

Year	2024
Number	148

1.6 Number of students enrolled during the year

Year	2024
Number	170

2 Teacher:

2.1 Number of full-time teachers during the year

Year	2024
Number	24

2.2 Number of Sanctioned posts during the year

Year	2024
Number	24

3 Institution:

3.1 Total expenditure excluding salary during the year (INR in lakhs)

Year	2024
Number	388

3.2 Number of Computers in the institution for academic purposes

25 Nos

PART - B

Criterion I – Curricular Aspects

Key Indicator – 1.1 Curriculum Planning

Metric No.	Metric
1.1.1 QM	<i>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</i> Response: Kaliabor College of Education, established in 1992 and affiliated to Gauhati University, offers B.Ed., D.El.Ed. and B.A. programmes and follows the curriculum prescribed by Gauhati University and SCERT Assam. The institution ensures systematic curriculum planning and effective implementation through structured academic mechanisms. An Academic Committee comprising the Principal, faculty members, supporting staff and academic advisors oversees all academic activities including internal evaluation, action research projects, internship programmes, demonstration classes, seminars and assignments. The college prepares a well-documented Academic Calendar at the beginning of every academic session, outlining academic activities, examinations and co-curricular programmes, ensuring timely completion of syllabus and organized academic functioning. A flexible and structured time-table is designed to optimize teaching hours and ensure smooth learning processes. To monitor curriculum progress, the Academic Committee conducts monthly staff meetings to review progress reports submitted by teachers and plans necessary mid-course corrections. The institution also organizes seminars, workshops and orientation programmes to enhance curriculum delivery. Assessment and evaluation follow a continuous and comprehensive approach. Internal assessments are conducted by the Examination Committee under the supervision of a senior faculty member, while semester and annual examinations are held as per Gauhati University and SCERT Assam guidelines, ensuring transparency, accountability and academic quality. Upload Details of : - the procedure adopted including periodicity, kinds of activities - Communication of decisions to all concerned - Kinds of issues discussed Minutes staff /Workshop/Orientation/ Inspection/Academic Cal/Course Structure/Class routine - Plan developed for the academic year - Plans for mid- course correction wherever needed for the academic year - Any other relevant information Documentary evidence: https://drive.google.com/file/d/1EBPMv9_jbQKW2F1zHqckTDLAluCHWiMJ/view?usp=sharing

1.1.2 Q_nM	<i>At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year</i> 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 Indicate the one/s applicable Upload • Data as per Data Template • List of persons who participated in the process of in-house curriculum planning • Meeting notice and minutes of the meeting for in-house curriculum planning • A copy of the programme of action for in- house curriculum planned and adopted during the academic year • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1yQ2Ecdkd8Mi5iVen3wJBK2zjhi-AQuD/view?usp=sharing
1.1.3 Q_nM	<i>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</i> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers Indicate the one/s applicable Upload • Data as per Data Template • URL to the page on website where the PLOs and CLOs are listed • Prospectus for the academic year • Report and photographs with caption and date of student induction programmes • Report and photographs with caption and date of teacher orientation programmes • Any other relevant information Documentary evidence: https://drive.google.com/file/d/14xERlfQLlnWpzd-tPEq54XXLaKPUIHUB/view?usp=sharing

Metric No.	Metric									
1.2.1 Q _n M	<i>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</i> 1.2.1.1 :Number of optional / elective courses including pedagogy courses offered programme-wise during the year 1.2.1.2 : Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the year <table><tr><th>Year (2024-25)</th><th>B.ED</th><th>D.El.ED</th></tr><tr><td>Total number of optional / electives courses offered programme wise</td><td>8</td><td>5</td></tr><tr><td>Total Number of optional /electives courses as per syllabus</td><td>13</td><td>5</td></tr></table> Upload • Data as per Data Template • Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum • Academic calendar showing time allotted for optional / electives / pedagogy courses • Any other relevant information Documentary Evidence: https://drive.google.com/file/d/1fTKPz_u-RDAqC6rwwBjpx3AmHPUIWXwl/view?usp=sharing	Year (2024-25)	B.ED	D.El.ED	Total number of optional / electives courses offered programme wise	8	5	Total Number of optional /electives courses as per syllabus	13	5
Year (2024-25)	B.ED	D.El.ED								
Total number of optional / electives courses offered programme wise	8	5								
Total Number of optional /electives courses as per syllabus	13	5								
1.2.2 Q _n M	<i>Number of value-added courses offered during the year</i> 1.2.2.1 :Number of value-added courses offered during the year <table><tr><th>Year</th><th>2024-25</th></tr><tr><td>Total number of value-added courses offered</td><td>1</td></tr></table> Upload • Data as per Data Template • Brochure and Course content along with CLOs of value-added courses • Any other relevant information Documentary Evidence: https://drive.google.com/file/d/1TNTHXyEbyfvP_j_DEuWesICsr_YtprKQ/view?usp=sharing	Year	2024-25	Total number of value-added courses offered	1					
Year	2024-25									
Total number of value-added courses offered	1									

1.2.3 Q_nM	<i>Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</i> 1.2.3.1: Number of students enrolled in the value-added courses mentioned at 1.2.2 during the year <table border="1" data-bbox="399 380 1200 510"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of students enrolled in the value-added courses</td><td>65</td></tr> </table> Upload • List of the students enrolled in the value-added course as defined in 1.2.2 • Course completion certificates • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1hlHzfkbRjofzu5kDrRVvIXSXJTGZUzPP/view?usp=sharing	Year	2024-25	Number of students enrolled in the value-added courses	65
Year	2024-25				
Number of students enrolled in the value-added courses	65				
1.2.4 Q_nM	<i>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</i> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance Indicate the one/s applicable Upload • Data as per Data Template • Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template • Document showing teachers' mentoring and assistance to students to avail of self-study courses • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1TDZNyJvZLKVngm_QYemlype0HzM2veiB/view?usp=sharing				

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

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

Year	2024-25
Number of students completed self-study course (s)	7

Upload

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

Documentary evidence:

<https://drive.google.com/file/d/10HMZT-4FleELZffjn4tFR0kYcl43Tto4/view?usp=sharing>

Key Indicator- 1.3 Curriculum Enrichment

Metric No.	Metric
1.3.1 QM	<i>Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</i> 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. 1. 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 ,D.El.Ed & B.A 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. 2.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. 3. 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 4. 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. Upload • Documentary evidence in support of the claim • List of activities conducted in support of each of the above • Photographs indicating the participation of students, if any • Any other relevant information

	Documentary evidence: https://drive.google.com/file/d/1cdrD-Qc1g9kh2wPnRVCEZ9Qmi_5tIBrz/view?usp=sharing
1.3.2 QM	<i>Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective.</i> 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 Upload • Action plan indicating the way students are familiarized with the diversities in Indian school systems • Documentary evidence in support of the claim Any other relevant information Documentary evidence: https://drive.google.com/file/d/1AaDtfPpiJtKv1q_JkVVPwpjv2hf_bWa7/view?usp=sharing
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1.3.3 QM	<i>Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</i> 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 handson- 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 Providing Skill Enhancement Programme Workshop on Micro teaching School internship Field trip Upload • Documentary evidence in support of the claim - Any other relevant information Documentary evidence: https://drive.google.com/file/d/17X2V-b8IZSMX2jYIVPvU9sDKI5RNFPfu/view?usp=sharing
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Key Indicator- 1.4 Feedback System

Metric No.	Metric
1.4.1 Q_nM	<i>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</i> Structured feedback is obtained from 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice Teaching Schools/TEI Indicate the one/s applicable Upload • Sample filled-in feedback forms of the stake holders • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1g0wyrAQ_qtbWP1RhRcjm6_ren_2IcXfj/view?usp=sharing
1.4.2 Q_nM	<i>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</i> A. Feedback collected, analyzed, action taken and available on website B. Feedback collected, analyzed and action taken C. Feedback collected and analysed D. Feedback collected E. Feedback not collected Indicate the one applicable Upload • Stakeholder feedback analysis report with seal and signature of the Principal • Action taken report of the institution with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1zVI1tllhpwpJKhAX_qaK0OZOy6KiiRcK/view?usp=sharing

Criteria II- Teaching- Learning and Evaluation
Key Indicator- 2.1 Student Enrolment and

Metric No.	Metric						
2.1.1 Q_nM	<i>Enrolment of students during the year</i> 2.1.1.1 :Number of students enrolled during the year <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of students enrolled</td><td>170</td></tr> </table> Upload • Data as per Data Template • Document relating to sanction of intake from university • Approval letter of NCTE for intake of all programs • Approved admission list year-wise/ program-wise • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1jvDjSSNdMRdMggHr2wUmpb0ltXw8eFDR/view?usp=sharing	Year	2024-25	Number of students enrolled	170		
Year	2024-25						
Number of students enrolled	170						
2.1.2 Q_nM	<i>Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</i> 2.1.2.1 :Number of students enrolled from the reserved categories during the year <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of students enrolled from reserved categories</td><td>76</td></tr> <tr> <td>Seats earmarked for reserved categories</td><td>122</td></tr> </table> Upload • Data as per Data Template • Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) • Final admission list published by the HEI • Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year • Any other relevant information Documentary evidence: https://drive.google.com/file/d/15GMS9ceap3WYR0XNDv43U-XIZtp7uFi/view?usp=sharing	Year	2024-25	Number of students enrolled from reserved categories	76	Seats earmarked for reserved categories	122
Year	2024-25						
Number of students enrolled from reserved categories	76						
Seats earmarked for reserved categories	122						

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

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

Year	2024-25
Number of students enrolled from EWS and Divyangjan categories	16

Upload

- Data as per Data Template
- Certificate of EWS and Divyangjan
- List of students enrolled from EWS and Divyangjan
- Any other relevant information

Documentary evidence:

<https://drive.google.com/file/d/1drv-WnPtGtSEapugCLb-W4BvygWxDJbd/view?usp=sharing>

Key Indicator- 2.2 Honouring Student Diversity

Metric No.	Metric
2.2.1 QIM	<i>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</i> Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words. Response: At entry level, students for B.Ed through GUBEDCET and D.El.Ed through SCERT-PET are assessed based on entrance merit, academic records, and document verification during counselling. This helps identify subject background, prior qualifications, and category-wise learning needs. During admission, colleges conduct an orientation and interaction to check communication skills, basic subject knowledge, ICT familiarity, and readiness for professional training. Self-assessment forms and feedback are used to identify students needing support in language, pedagogy, or digital skills. Academic support provided: - Remedial/bridge classes for language, maths and core pedagogy concepts - Mentoring by faculty for academic and career guidance - Workshops on ICT, teaching methods, lesson planning and communication - Library access, peer learning, and study materials for diverse learners - Continuous internal assessment with feedback to monitor progress Upload • Documentary evidence in support of the claim • Documents showing the performance of students at the entry level • Any other relevant information Documentary evidence: Notices: https://drive.google.com/file/d/1b1x4devlMpPPuGFfr9YFJu4p_UojLdJB/view?usp=sharing Evidence: https://drive.google.com/file/d/1IaGb2GvDTKKkwOGG6A5RrYAFE_w1Ma1/view?usp=sharing

2.2.2 Q_nM	<i>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</i> 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 Indicate the one/s applicable Upload • Data as per Data Template • Relevant documents highlighting the activities to address the student diversities • Reports with seal and signature of Principal • Photographs with caption and date, if any • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1-ibBf0YDpsI4907oGgp33d85nxAn1AxQ/view?usp=sharing
2.2.3 Q_nM	<i>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</i> 1. No Special effort put forth in accordance with learner needs 2. Only when students seek support 3. As an institutionalized activity in accordance with learner needs 4. Left to the judgment of the individual teacher/s 5. Whenever need arises due to student diversity Indicate the one applicable Upload • Relevant documents highlighting the activities to address the differential student needs • Reports with seal and signature of the Principal • Photographs with caption and date • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1ii03t24PwZcv6bNUOHfzLWMeCsFmPug/view?usp=sharing

2.2.4 QnM	<i>Student-Mentor ratio for the academic year</i> <i>2.2.4.1 :Number of mentors in the Institution</i> <i>Upload</i> • Data as per Data Template • Relevant documents of mentor-mentee activities with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1YhKyihLmIF2UfP_aizpfPtTn4AsijYNj/view?usp=sharing
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Key Indicator - 2.3 Teaching- Learning Process

Metric No.	Metric
2.3.1 QM	<i>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</i> Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words. Response: The multiple mode approach to teaching–learning refers to the use of different methods, techniques, and activities by teachers to make learning more effective, interesting, and student-centered. It helps learners understand concepts easily and promotes active participation in the classroom. Different learners have different learning styles; therefore, a variety of teaching methods are adopted to meet their needs. One important mode is experiential learning, where students learn through direct experience, observation, and practical activities. It develops creativity, critical thinking, and problem-solving abilities. Participative learning encourages students to take an active role in discussions, seminars, debates, and classroom interactions. This increases confidence and communication skills. Teachers also use problem-solving methods to develop analytical thinking among students. In this approach, learners identify problems and try to find suitable solutions through reasoning and discussion. Brainstorming sessions are conducted to encourage free expression of ideas and innovative thinking. Another important mode is focused group discussion (FGD), where students discuss a particular topic in small groups. It helps in sharing knowledge, developing teamwork, and improving understanding of concepts. Along with traditional classroom teaching, many institutions also adopt online learning modes such as virtual classes, digital presentations, video lectures, and e-learning platforms. These methods provide flexibility and access to a wide range of learning resources. Thus, the multiple mode approach makes the teaching–learning process more interactive, learner-friendly, and effective. It enhances students’ knowledge, skills, participation, and overall academic development Upload • Course wise details of modes of teaching learning adopted during the academic year in each programme • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1QHPLooId4PH-Nx9qL5pC3ajlx-Nw9cmE/view?usp=sharing

2.3.2 Q_nM	<i>Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others during the year</i> 2.3.2.1 :Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT <table border="1" data-bbox="375 383 1220 548"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of full-time teachers integrating ICT for effective teaching with LMS</td><td>01</td></tr> </table> Upload • Data as per Data Template • Link to LMS • Any other relevant information Documentary evidence: https://drive.google.com/file/d/12Omp_S2_I4WerVI8R5eaJNNK4vkOTRl1/vi?usp=sharing	Year	2024-25	Number of full-time teachers integrating ICT for effective teaching with LMS	01
Year	2024-25				
Number of full-time teachers integrating ICT for effective teaching with LMS	01				
2.3.3 Q_nM	<i>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</i> 2.3.3.1: Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year <table border="1" data-bbox="316 1283 987 1373"> <tr> <td>Number of students using ICT support for learning</td><td>297</td></tr> </table> Upload • Data as per Data Template • Programme wise list of students using ICT support • Documentary evidence in support of the claim • Landing page of the Gateway to the LMS used • Any other relevant information • Documentary evidence: https://drive.google.com/file/d/1_yO6AndpjKubebKqYZZHBhi5u8MY-wjz/view?usp=sharing	Number of students using ICT support for learning	297		
Number of students using ICT support for learning	297				

2.3.4 QnM	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 Indicate the one/s applicable Upload • Data as per Data Template • Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations • Geo-tagged photographs wherever applicable • Link of resources used • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1my4r9PVQjYsmOyrRPGGrDaLR8wYz-krd/view?usp=sharing
2.3.5 QnM	Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to • working in teams • dealing with student diversity • conduct of self with colleagues and authorities • balancing home and work stress • keeping oneself abreast with recent developments in education and life 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.

	2.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. 3.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. 4.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. 5.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. Upload • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1C3ybKyVBMEy2Ook2V1DvLF_-J--8yxgN/view?usp=sharing
2.3.6 QnM	<i>Institution provides exposure to students about recent developments in the field of education through</i> 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

	Indicate the one/s applicable Upload • Data as per Data Template • Documentary evidence in support of the selected response/s • Reports of activities conducted related to recent developments in education with video graphic support, wherever possible Any other relevant information Documentary evidence: https://drive.google.com/file/d/11UvJEnTbvMKHTM_HC9ckCYBYdmMvAFv4/view?usp=sharing
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2.3.7 QM	<i>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</i> Describe two cases in not more than 100-200 words each showcasing how this is attempted by teachers along with its impact on students Response: Pickle Making: Our Institute organized a hands-on pickle, Jam, Jelly -making session to connect classroom learning with practical life skills. They guided students through the entire process — from selecting ingredients to preparing, mixing, and preserving — while emphasizing hygiene, teamwork, and traditional knowledge. The activity encouraged creativity as students experimented with flavors and presentation. It also introduced concepts of entrepreneurship, showing how simple skills can be transformed into livelihood opportunities. The impact on students was significant: they gained confidence in applying knowledge beyond textbooks, developed patience and attention to detail, and understood the value of cultural practices. Many students expressed enthusiasm about exploring small-scale business ideas, making the exercise both educational and empowering. Awareness Camp on Girls' Education: Teachers of the institution also took the initiative to organize an awareness camp at Bamuni Madhya Balika English Medium School, Bamuni Gaon, with the objective of sensitizing the community about the importance of girls' education. They guided students in preparing posters, slogans, and short speeches, and encouraged them to interact directly with local residents. Through structured discussions and role plays, teachers emphasized how education empowers girls, promotes equality, and contributes to social progress. The impact on students was profound. They developed communication and leadership skills by addressing real audiences, gained empathy by engaging with community members, and understood the social challenges surrounding access to education. The camp instilled a sense of civic responsibility, motivating students to become advocates for change and reinforcing the value of education as a tool for empowerment. Upload • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1zTqeD7Ajr0ohzHm8SlmgwXOMTYvZEAme/view?usp=sharing
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Key Indicator- 2.4 Competency and Skill Development

Metric No	Metric
2.4.1 Q_nM	<i>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</i> 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) Indicate the one/s applicable Upload • Data as per Data Template • Documentary evidence in support of the selected response/s • Reports of activities with video graphic support wherever possible • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1UHpnLMpMj49NIrhxkseXFiiqm9iEwDLV/view?usp=sharing
2.4.2 Q_nM	<i>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</i> 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. Visualizing 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 12. Any other relevant information Indicate the one/s applicable Upload

	• Data as per Data Template • Reports and photographs / videos of the activities • Attendance sheets of the workshops / activities with seal and signature of the Principal • Documentary evidence in support of each selected activity Documentary evidence: https://drive.google.com/file/d/1OYJp_vlEMxb2j_0XipRW0GsEo2XOegMt/view?usp=sharing
2.4.3 Q_nM	<i>Competency of effective communication is developed in students through several activities such as</i> 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 Indicate the one/s applicable Upload • Data as per Data Template • Details of the activities carried out during the academic year in respect of each response indicated • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1xf5fYB9TKw7TT86grqQuNyR-JRm_gm/view?usp=sharing
2.4.4 Q_nM	<i>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</i> 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 6. Indicate the one/s applicable Upload • Data as per Data Template • Samples prepared by students for each indicated assessment tool • Documents showing the different activities for evolving indicated

	assessment tools Any other relevant information Documentary evidence: https://drive.google.com/file/d/1OrWcIiAFigmzvfWfmmVJQtB3P2AjfMiC/view?usp=sharing
2.4.5 Q_nM	<i>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</i> - Preparation of lesson plans - Developing assessment tools for both online and offline learning - Effective use of social media/learning apps/adaptive devices for learning - Identifying and selecting/ developing online learning resources - Evolving learning sequences (learning activities) for online as well as face to face situations Indicate the one/s applicable Upload - Data as per Data Template - Documentary evidence in support of each response selected - Sample evidence showing the tasks carried out for each of the selected response - Any other relevant information Documentary evidence: https://drive.google.com/file/d/1ZItIxsjStAuYcIqXwRyi_ujjid0unIRH/view?usp=sharing

2.4.6 Q_nM	<i>Students develop competence to organize academic, cultural, sports and community related events through</i> 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 Indicate the one/s applicable Upload • Data as per Data Template • Documentary evidence showing the activities carried out for each of the selected response • Report of the events organized • Photographs with caption and date, wherever possible • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1uGA32K1BvQBgefWkZMoBtDR4U-MHdYOy/view?usp=sharing
2.4.7 Q_nM	<i>A variety of assignments given and assessed for theory courses through</i> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study Indicate the one/s applicable Upload • Data as per Data Template • Samples of assessed assignments for theory courses of different programmes • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1N0x2k7bzNweapNNHMTuXCEOeboH-dLrY/view?usp=sharing

2.4.8 Q1M	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. 1. Selection/identification of schools for internship: participative/on request 2. Orientation to school principal/teachers 3. Orientation to students going for internship 4. Defining role of teachers of the institution 5. Streamlining mode/s of assessment of student performance 6. Exposure to variety of school set ups Upload • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1xbBr3GpDLhzOfRLGaJoekCCmBcWeCAS1/view?usp=sharing
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2.4.9 Q_nM	Number of students attached to each school for internship during the academic year 2.4.9.1 : Number of final year students during the academic year 2.4.9.2 : Number of schools selected for internship during the academic year Upload • Data as per Data Template • Copy of the schedule of work of internees in each school • Plan of teacher engagement in school internship • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1X6-FXTts7GtnKmTyR05BxmshEswdGsf9/view?usp=sharing
2.4.10 Q_nM	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 Indicate the one/s applicable Upload • Data as per Data Template • Sample copies for each of selected activities claimed • School-wise internship reports showing student engagement in activities claimed • Wherever the documents are in regional language, provide English translated version • Any other relevant information Documentary evidence: https://drive.google.com/file/d/17jKLEV4UIt2tPSnkpCnNYjZhPodrNrww/view?usp=sharing

2.4.11 Q_iM	<i>Institution adopts effective monitoring mechanisms during internship programme.</i> Response: Institutions ensure the effectiveness of internship programmes in schools through structured monitoring mechanisms. Teacher educators play a pivotal role by guiding interns, observing classroom practices, and providing constructive feedback to refine teaching skills. The school principal oversees the overall implementation, ensuring alignment with institutional goals and maintaining discipline and professionalism. School teachers act as mentors, offering day-to-day support, modeling effective pedagogy, and helping interns adapt to diverse classroom situations. Peers contribute by sharing experiences, engaging in collaborative reflection, and fostering a supportive environment that encourages innovation and confidence. Together, these stakeholders create a comprehensive monitoring framework that not only evaluates performance but also nurtures professional growth, ensuring the internship has a lasting impact on both interns and the school community. Upload • Documentary evidence in support of the response • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1T7kqf3CrWE0MErspuMW1B5-ujrHDUJG/view?usp=sharing
2.4.12 Q_iM	<i>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</i> 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) Indicate the one/s applicable Upload • Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) • Two filled in sample observation formats for each of the claimed assessors Any other relevant information Documentary evidence: https://drive.google.com/file/d/1QLf_Mr_VPTzWfYHfmS14A6jVWBIG2_x2/view?usp=sharing

2.4.13 Q_nM	<i>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</i> 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 Indicate the one/s applicable Upload • Format for criteria and weightages for interns' performance appraisal used • Five filled in formats for each of the aspects claimed • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1je9Nm6RpPsIjR7_oGSscjLyu7t_7WN3/view?usp=sharing
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Key Indicator- 2.5 Teacher Profile and Quality

Metric No.	Metric
2.5.1 Q_nM	<i>Number of fulltime teachers against sanctioned posts during the year</i> Upload • Data as per Data Template • Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal • English translation of sanction letter, if it is in regional language • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1EIOcMUHBmu2N1EAPIIA6FFwAa1FhDrTf/view?usp=sharing

Metric No.	Metric				
2.5.2 QnM	Number of full-time teachers with Ph. D. degree during the year 2.5.2.1: Number of full time teachers in the institution with Ph.D. degree during the year <table border="1"> <tr> <th>Year (2024-25)</th><th>Total</th></tr> <tr> <td>Number of full-time teachers with Ph.D. Degree</td><td align="center">2</td></tr> </table> Upload • Data as per Data Template • Certificates of Doctoral Degree (Ph.D) of the faculty Any other relevant information Documentary evidence: https://drive.google.com/file/d/1M5XgkYSh_hn0-fmaWZX3KNY3y5OYtw2/view?usp=sharing	Year (2024-25)	Total	Number of full-time teachers with Ph.D. Degree	2
Year (2024-25)	Total				
Number of full-time teachers with Ph.D. Degree	2				

2.5.3 Q_nM	<i>Number of teaching experience of full time teachers for the during the year</i> 2.5.3.1:Total number of years of teaching experience of full-time teachers for the academic year <table border="1" data-bbox="304 338 1217 412"> <tr> <td>Total number of years of teaching experience of full-time teachers for during the year</td> <td></td> </tr> </table> Upload • Copy of the appointment letters of the fulltime teachers • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1kPMKHx_NQAKS7ReQzym3yRLcD7ZfMsi2/view?usp=sharing	Total number of years of teaching experience of full-time teachers for during the year	
Total number of years of teaching experience of full-time teachers for during the year			
2.5.4 Q_iM	<i>Teachers put-forth efforts to keep themselves updated professionally</i> Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In-house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations Response: Different talk on NEP-2020, Workshop and Lecture on Art Integrated Education and NEP-2020, NEPOrientation and sensitization programme , NEP and inclusive Education , NEP and education for child with special needs has been conducted by the faculty members of Kaliabor College of Education to share information with other educational institutions on policies Teachers continually strive to enhance their professional competence through collaborative and reflective practices. In-house discussions serve as a vital platform where educators exchange views on emerging trends, pedagogical innovations, and pressing issues in education. These dialogues foster critical thinking and collective problem-solving, helping teachers adapt to evolving academic demands. Additionally, sharing information with colleagues and other institutions about new policies, regulations, and educational reforms ensures consistency and awareness across the teaching community. Such professional networking not only broadens perspectives but also promotes a culture of lifelong learning, enabling teachers to remain informed, effective, and responsive to the dynamic landscape of education. Upload • Documentary evidence to support the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1j1rnWYRxkZr_wVdEaEcEqVt8XEWReZ1P/view?usp=sharing		

Key Indicator- 2.6 Evaluation Process

Metric No.	Metric
2.6.1 Q_nM	<i>Continuous Internal Evaluation (CIE) of student learning is in place in the institution</i> Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words Response: Continuous Internal Evaluation (CIE) in the institution is designed to ensure ongoing monitoring of student learning and performance. It emphasizes formative assessment through multiple components such as class tests, assignments, presentations, and practical work. Regular tutorials and seminars allow students to demonstrate understanding while receiving constructive feedback. Attendance, participation in discussions, and project work are also considered, encouraging active engagement. Faculty members maintain transparency by sharing evaluation criteria and results with students, fostering accountability and improvement. This continuous process not only tracks academic progress but also helps identify learning gaps early, enabling timely intervention and support for holistic student development Upload • Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/117j_uQ3MWEAsCqxobggML9a2nxxM_LLI/view?usp=sharing
2.6.2 Q_nM	<i>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</i> 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 Indicate the one/s applicable Upload • Copy of university regulation on internal evaluation for teacher education • Annual Institutional plan of action for internal evaluation • Details of provisions for improvement and bi-lingual answering • Documentary evidence for remedial support provided Any other relevant information Documentary evidence: https://drive.google.com/file/d/15qLQppVbh9kvPZ3GYZu3YjLj6qfEabPF/view?usp=sharing

2.6.3 Q_M	<i>Mechanism for grievance redressal related to examination is operationally effective</i> Describe the mechanism and procedure for grievance redressal related to examination in not more than 100-200 words. Response: The Grievance Redressal System at Kaliabor College of Education is a structured mechanism designed to address and resolve issues faced by students, faculty, and staff in a fair and timely manner. Complaints can be submitted physically, ensuring accessibility for all. Once received, grievances are promptly acknowledged by the Grievance Redressal Cell, followed by a preliminary assessment to categorize the issue based on its nature and severity. The grievance is then forwarded to the Principal, who reviews and initiates appropriate actions for resolution. After the matter is addressed, the complainant is informed of the steps taken, ensuring transparency and trust. The system also includes monitoring and feedback, with periodic reviews and quarterly reports submitted by the Principal to evaluate effectiveness. By ensuring swift communication, fair resolution, and continuous monitoring, the grievance redressal system fosters a positive academic environment and contributes to the overall well-being of the college community. Upload • Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/100gPeazttngmHVshi8qmBKNBuw-iDPis/view?usp=sharing
2.6.4 Q_M	<i>The institution adheres to academic calendar for the conduct of Internal Evaluation</i> Response: The institution follows a well-planned academic calendar to ensure the smooth conduct of internal evaluation. At the beginning of each academic session, the academic calendar is prepared in accordance with the university guidelines and includes schedules for class commencement, unit tests, assignments, seminars, practical work, sessional examinations, and final internal assessments. The calendar is communicated to teachers and students in advance for proper preparation and timely completion of academic activities. Faculty members prepare lesson plans and assessment schedules accordingly to maintain regularity and transparency. Internal evaluation is conducted through class tests, assignments, presentations, attendance, practical examinations, and project work. The progress of syllabus completion and evaluation is regularly monitored by the Head of the Department and the academic committee. Any necessary adjustments are made without affecting academic discipline, ensuring fairness, consistency, and timely declaration of results.

	Upload • Academic calendar of the Institution with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1CpjoT00O3JUXqvyhwun-0cl7M2-J_cu5/view?usp=sharing
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Key Indicator- 2.7 Student Performance and Learning Outcomes

Metric No.	Metric
2.7.1 QM	<i>The teaching learning process of the institution is aligned with the stated PLOs and CLOs.</i> Response: The institution ensures alignment of Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) with the teaching-learning process through systematic curriculum planning, effective teaching strategies, and continuous assessment. PLOs are clearly defined for each programme based on academic goals, professional competencies, and institutional vision. Each course is designed with specific CLOs that directly contribute to the achievement of these programme outcomes. Teachers prepare lesson plans, select appropriate teaching methods, and use learner-centered approaches such as lectures, discussions, seminars, projects, practical work, and ICT-based learning to support these outcomes. Internal assessments, assignments, presentations, class tests, and examinations are structured to measure the attainment of CLOs and PLOs. Regular feedback from students, faculty members, alumni, and other stakeholders helps in reviewing and improving the teaching-learning process, ensuring quality enhancement and effective outcome-based education. Upload • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1Up2tDHQDcfdRULQgeAJt2SboLfkIXsdF/view?usp=sharing

2.7.2**Q_nM****Pass percentage of students during the year**

2.7.2.1 :Total number of students who passed the university examination during the year

Year	(B.Ed.) 2024	D.El.Ed. (2024)
Number of students passed	100	47
Total Number of final year students Appeared	100	48

Upload

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

Documentary evidence:

<https://drive.google.com/file/d/1fcBLDJ0F7osBXDuUUzEURneVu3wWe0Tq/view?usp=sharing>

2.7.3 Q:M	<i>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</i> Response: Progress in student performance is systematically recorded in the academic transcript to reflect both cognitive achievements and the development of professional attributes. For cognitive learning outcomes, performance is documented through course grades, grade point averages, and, where applicable, detailed breakdowns of assessment components such as examinations, assignments, projects, and practical work. These are aligned with Course Learning Outcomes (CLOs) and collectively contribute to the attainment of Program Learning Outcomes (PLOs). Some institutions may also include outcome-based grading indicators or attainment levels to show the extent to which specific competencies have been achieved. In terms of professional attributes, the transcript may incorporate evaluations from laboratory work, internships, industrial training, capstone projects, and co-curricular or extracurricular activities. These components assess skills such as teamwork, communication, leadership, ethics, and problem-solving. Performance in these areas is often recorded using grades, pass/fail indicators, or qualitative remarks, and may be supplemented by separate sections such as a co-curricular transcript or a diploma supplement. Additionally, continuous assessment mechanisms ensure that progress over time is captured, allowing for a comprehensive view of student development. This integrated recording approach ensures that the transcript serves not only as a record of academic achievement but also as evidence of the student's preparedness for professional practice and lifelong learning Upload • Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved. • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1r3Kf0IBNdPK0BXXM9B92JGdUVLDI89sH/view?usp=sharing
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2.7.4 QnM	<i>Performance of outgoing students in internal assessment</i> 2.7.4.1 :Number of students achieving on an average 70% or more in internal assessment activities during the year <table border="1" data-bbox="316 309 1366 454"> <tr> <td data-bbox="316 309 847 454">Number of students achieving on an average 70% or more on Internal Assessment activities</td><td data-bbox="847 309 1366 454"> B.ED = 100 D.El.ED= 47 </td></tr> </table> Upload • Data as per Data template • Record of student-wise / programme-wise / semester-wise internal assessment of students during the year • Any other relevant information Documentary evidence: https://drive.google.com/file/d/11bUy6sC1wl2NHVJLG3OenE1Cx9ACWEqj/view?usp=sharing	Number of students achieving on an average 70% or more on Internal Assessment activities	B.ED = 100 D.El.ED= 47
Number of students achieving on an average 70% or more on Internal Assessment activities	B.ED = 100 D.El.ED= 47		
2.7.5 QnM	<i>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</i> 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		

	Upload • Documentary evidence in respect to claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/15TXfif1BH49VPbayKUje2wj4iMxaXFh6/view?usp=sharing
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Criterion III- Research and Outreach Activities

Key Indicator 3.1- Resource Mobilisation for Research

Metric No.	Metric				
3.1.1 Q_nM	<i>Number of research projects funded by government and/ or non-government agencies during the year</i> 3.1.1.1 : Number of research projects funded by government and non-government agencies during the year <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Total number of funded research projects</td><td>Nil</td></tr> </table> Upload • Data as per Data Template • Sanction letter from the funding agency • Any other relevant information	Year	2024-25	Total number of funded research projects	Nil
Year	2024-25				
Total number of funded research projects	Nil				
3.1.2 Q_nM	<i>Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</i> 3.1.2.1 : Total grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs) <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Total grants received</td><td>Nil</td></tr> </table> Upload • Sanction letter from the funding agency • Income Expenditure statements highlighting the research grants received certified by the auditor • Any other relevant information	Year	2024-25	Total grants received	Nil
Year	2024-25				
Total grants received	Nil				
3.1.3 Q_nM	<i>In-house support is provided by the institution to teachers for research purposes during the year in the form of</i> 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 Indicate the one/s applicable Upload • Data as per Data Template • Institutional Policy document detailing scheme of incentives • Sanction letters of award of incentives • Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal				

	• Documentary evidence for each of the claims • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1RwnqeuGfUSsgDQcB_SJ5vxPWT2wK6W5O/view?usp=sharing
3.1.4 QnM	<i>Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include</i> 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 Indicate the one/s applicable Upload • Documentary evidences in support of the claims • Details of reports highlighting the claims made by the institution • Reports of innovations tried out and ideas incubated • Copyrights or patents filed • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1YdJ7UptucZzFxn6k-pofK_wO8zXy3Li/view?usp=sharing

Key Indicator 3.2- Research Publications

Metric No.	Metric				
3.2.1 Q_nM	<i>Number of research papers / articles per teacher published in Journals notified on UGC website during the year</i> 3.2.1.1 : Number of research papers / articles per teacher published in the Journals notified on UGC website during the year <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of research papers / articles published</td><td>1</td></tr> </table> Upload • Data as per Data Template • First page of the article/journals with seal and signature of the Principal • E-copies of outer jacket/contents page of the journals in which articles are published • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1f7gKlZgTtUQY-GLn0iHFHF86wFgZ95vw/view?usp=sharing	Year	2024-25	Number of research papers / articles published	1
Year	2024-25				
Number of research papers / articles published	1				
3.2.2 Q_nM	<i>Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year</i> 3.2.2.1 :Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the year <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of books and / or chapters in edited books, papers in National / International conference proceedings published</td><td>4</td></tr> </table> Upload • Data as per Data Template • First page of the published book/chapter with seal and signature of the Principal • 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 - Any other relevant information Documentary evidence: https://drive.google.com/file/d/16BX5sGLNHhJM4qzUohIgUXPpS39zDBK/view?usp=sharing	Year	2024-25	Number of books and / or chapters in edited books, papers in National / International conference proceedings published	4
Year	2024-25				
Number of books and / or chapters in edited books, papers in National / International conference proceedings published	4				

Key Indicators 3.3 –Outreach Activities

Metric No.	Metric				
3.3.1 Q_nM	<i>Number of outreach activities organized by the institution during the year.</i> 3.3.1.1 :Total number of outreach activities organized by the institution during the year. <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of outreach activities</td><td>6</td></tr> </table> Upload • Data as per Data Template • Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1G5k_xb7FlUjzL2c8xNv2doPiJavEUv69/view?usp=sharing	Year	2024-25	Number of outreach activities	6
Year	2024-25				
Number of outreach activities	6				
3.3.2 Q_nM	<i>Number of students participating in outreach activities organized by the institution during the year</i> 3.3.2.1 :Number of students participating in outreach activities organized by the institution during the year <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of students participating in outreach activities</td><td>150</td></tr> </table> Upload • Event-wise newspaper clippings / videos / photographs with captions and dates • Report of each outreach activity with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/129g17feHLpo5v8CBebFypwfYejqTdrU1/view?usp=sharing	Year	2024-25	Number of students participating in outreach activities	150
Year	2024-25				
Number of students participating in outreach activities	150				

3.3.3

QnM

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

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

Year	2024-25
Number of students participated in activities as part of national priority programmes	200

Upload

- Data as per Data Template
- Documentary evidence in support of the claim along with photographs with caption and date
- Any other relevant information

Documentary evidence:

<https://drive.google.com/file/d/14DIPp1VgqJGeMrU-HBfw3hZ4Y972bKxt/view?usp=sharing>

3.3.4 Q_M	<i>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</i> Response: Kaliabor College of Education organized various outreach programmes and activities to sensitize students towards social issues and promote community development. These programmes encouraged active participation in community welfare and helped students gain practical experience through social service. The major outreach programmes organized by the institution are briefly discussed as follows: Green Initiative: Tree Plantation on World Environment Day “Every tree we plant today is a promise of a greener and healthier tomorrow.” On the occasion of World Environment Day, the institution organized a Tree Plantation Programme on 05-06-2025 to promote environmental awareness among the students. The activity helped students understand the importance of trees in maintaining ecological balance and emphasized the need to protect and preserve the environment for future generations. A Cultural Rally Depicting the Heritage and Diversity of Assam and India: Kaliabor, a culturally rich subdivision of middle Assam, is well known for its heritage, Satriya culture, and association with Kaziranga National Park. To celebrate and promote this rich cultural legacy, Kaliabor College of Education organized a Cultural Rally on 05-12-2024. Through traditional attire, folk performances, placards, and cultural presentations, the trainees showcased the history, traditions, and cultural diversity of Assam and India. The programme aimed to create cultural awareness and inspire students to preserve and respect their heritage. Empowering Girls through Education: An Awareness Programme: “When you educate a girl, you educate a generation.” Kaliabor College of Education organized an Awareness Programme on Girls’ Education at Bamuni Gaon, Jakhalabandha on 28-11-2024 to highlight the importance of girls’ education. Through interaction and awareness activities, the trainees encouraged the community to support girls’ education as a means of empowerment and social development. Street Play on Anti-Ragging “Say no to ragging and yes to respect and friendship.” Kaliabor College of Education organized a Street Play on Anti-Ragging on 27-11-2024 to create awareness about the harmful effects of ragging. Through dramatic performances, the trainees promoted the values of respect, discipline, and a safe educational environment Upload • Relevant documentary evidence for the claim • Report of each outreach activity signed by the Principal • Any other relevant information • Documentary evidence: https://drive.google.com/file/d/1HTfngMZH_nldinoA_xRga3H_Eudd2aW1/view?usp=sharing
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3.3.5	Number of awards and honours received for outreach activities from government / recognized agency during the year				
QnM	3.3.5.1 : Total number of awards and honours received for outreach activities from government/ recognized agency during the year.				
	<table border="1"> <tr> <td align="center">Year</td><td align="center">2024-25</td></tr> <tr> <td align="center">Number</td><td align="center">1</td></tr> </table>	Year	2024-25	Number	1
Year	2024-25				
Number	1				
	Upload • Data as per Data Template • Appropriate certificates from the awarding agency • Any other relevant information				
	Documentary evidence: https://drive.google.com/file/d/13lcRZWeWfuANZLbWnaqOt1eJeFtYb9Y9/view?usp=sharing				

Key Indicator - 3.4 Collaboration and Linkages

Metric No.	Metric				
3.4.1	Number of linkages for Faculty exchange, Student exchange, research etc. during the year				
QnM	3.4.1.1 : Number of linkages for faculty exchange, student exchange, research etc. during the year				
	<table border="1"> <tr> <td align="center">Year</td><td align="center">2024-25</td></tr> <tr> <td align="center">Number of Linkages</td><td align="center">11</td></tr> </table>	Year	2024-25	Number of Linkages	11
Year	2024-25				
Number of Linkages	11				
	Upload • Data as per Data Template • List of teachers/students benefited by linkage – exchange and research • Report of each linkage along with videos/photographs • Any other relevant information				
	Documentary evidence: https://drive.google.com/file/d/1Llz4S7GrrfgNn1ecMdyHXsma9-Sycay-/view?usp=sharing				

3.4.2 Q_nM	<i>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year</i> 3.4.2.1: Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year		
	<table border="1" data-bbox="300 461 1241 539"> <tr> <td data-bbox="300 461 855 539">Number of Functional MoUs during the year (Block Year)</td><td data-bbox="855 461 1241 539">4</td></tr> </table> Upload • Data as per Data Template • Copies of the MoU's with institution / industry/ corporate houses • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1eYgsYqck06cYI7gzzR5OG8ArXhuNH9KE/view?usp=sharing	Number of Functional MoUs during the year (Block Year)	4
Number of Functional MoUs during the year (Block Year)	4		
3.4.3 Q_nM	<i>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</i> 1. Local community based 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 Indicate the one/s applicable Upload • Data as per Data Template • Report of each activities with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1k6TpZODXggdmOIwLbXnvgvAnGY2AJ03k/view?usp=sharing		

Criterion IV - Infrastructure and Learning Resources

Key Indicator – 4.1 Physical Facilities

Metric No.	Metric
4.1.1 QM	<i>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</i> Response: Our college is equipped with a wide range of modern facilities that support both academic and extracurricular development. The academic infrastructure includes 9 well-designed classrooms, 3 smart classrooms with digital learning tools, a conference hall, a seminar hall, and a multipurpose hall for cultural and community events. To ensure accessibility, the campus has a lift and ramps for differently-abled students. Faculty members are provided with separate air-conditioned rooms, while administrative, visitor, and security rooms ensure smooth functioning and safety. Students benefit from a spacious playground, a physical fitness center, and a hygienic canteen. The library is fully automated, offering easy access to books and digital resources. Creative and holistic growth is encouraged through dedicated art and craft rooms, yoga facilities, and SUPW rooms. The college also houses specialized laboratories, including ICT, science, mathematics, social science, and language labs, all supported by campus-wide Wi-Fi. Additional amenities include safe drinking water, parking facilities, and outdoor meeting spaces. Importantly, fire safety equipment is installed across the campus to safeguard students and staff. For emergencies, the college maintains a vehicle exclusively for staff and students. Together, these facilities create a vibrant environment that promotes academic excellence, personal growth, and overall well-being. Upload • List of physical facilities available for teaching learning • Geo-tagged photographs • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1Pky1Dj8XMBM5aWlh2RsugOrq_l8Uxo3E/view?usp=sharing

4.1.2

Q_nM

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

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

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

Number of classrooms and seminar hall(s) with ICT facilities	4
Total number of Classrooms and seminar hall(s) in the institution	10

Upload

- Data as per Data Template
- Geo-tagged photographs
- Link to relevant page on the Institutional website
- Any other relevant information

Documentary evidence:

<https://drive.google.com/file/d/15iBpubzhUmpEQwjtttdA1glWHOWmC2T8/view?usp=sharing>

4.1.3

Q_nM

Number of expenditure excluding salary for infrastructure augmentation during the year (INR in lakhs)

4.1.3.1 : Expenditure

4.1.3.2 for infrastructure augmentation excluding salary during the year (INR in lakhs)

Year	2024-25
Total actual expenditure for infrastructure augmentation	267.34

Upload

- Data as per Data Template
- Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal
- Any other relevant information

Documentary evidence:

<https://drive.google.com/file/d/15UNErNQyIRJFCJig9mfi2h6PhhFKPOsB/view?usp=sharing>

4.2.1 Q1M	Key Indicator – 4.2 Library as a Learning Resource <i>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</i> 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. 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. 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. Upload ● Bill for augmentation of library signed by the Principal ● Web-link to library facilities, if available ● Any other relevant information Documentary evidence: https://drive.google.com/file/d/1etF7aCEhrHaY81DDcofadico-e1mcmsM/view?usp=sharing
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Metric No.	Metric
4.2.2 Q _i M	<i>Institution has remote access to library resources which students and teachers use frequently</i> Response: The institution provides a robust gateway for remote access to library resources, ensuring that both students and faculty can utilize academic materials anytime and anywhere. Our library is equipped with OPAC (Online Public Access Catalogue) and SOUL software, which allow seamless catalog searches and resource management. In addition, we maintain subscriptions to e-journals and e-books, giving users access to a wide range of scholarly content. Faculty members are issued digital membership cards with barcodes, enabling secure authentication, while visitor lists are maintained at the entrance for transparency and monitoring. The institution is also a member of DELNET, which expands access to national and international databases, thereby enriching research opportunities. This integrated system of OPAC, SOUL, e-resources, and DELNET ensures that teachers can prepare lectures with updated references and students can complete assignments and projects effectively. Upload • Landing page of the remote access webpage • Details of users and details of visits/downloads • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1T8Wnfh_EHrn20nIWgIwLI_qSVRGW4wz7/view?usp=sharing
4.2.3 Q _n M	<i>Institution has subscription for e-resources and has membership / registration for the following</i> • e-journals • e-Shodh Sindhu • Shodhganga • e-books • Databases Indicate the one/s applicable Upload • Data as per Data template • Receipts of subscription /membership to e-resources • E-copy of the letter of subscription /member ship in the name of institution • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1Lku7sY684EFgqKgL2p6LPUyjY3AQzVqQ/view?usp=sharing

4.2.4

Q_nM

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

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

Year	2024-25
Annual expenditure for purchase of books, journals and e-resources	67.9

- **Upload**

- Data as per Data Template
- Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant
- Any other relevant information

Documentary evidence:

<https://drive.google.com/file/d/1X6GBbwhj2qu1bEkFSqJdSVtIQDVkrDx2/view?usp=sharing>

4.2.5 Q_nM	<i>Per day usage of library by teachers and students during the academic year</i> 4.2.5.1 : Number of teachers and students using library for Month one (not less than 20 working days) during the academic year 4.2.5.2 : Number of teachers and students using library for Month two (not less than 20 working days) during the academic year 4.2.5.3 : Number of teachers and students using library for Month 3 (not less than 20 working days) during the academic year 4.2.5.4: Number of teachers and students using library for Month 4 (not less than 20 working days) during the academic year. 4.2.5.5: Number of teachers and students using library for Month 5 (not less than 20 working days) during the academic year. <table border="1" data-bbox="443 636 820 813"> <tr> <td>January-2025</td><td>563</td></tr> <tr> <td>February-2025</td><td>180</td></tr> <tr> <td>March-2025</td><td>64</td></tr> <tr> <td>April-2025</td><td>55</td></tr> <tr> <td>May-2025</td><td>67</td></tr> </table> Upload • Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal • Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution • Any other relevant information. Documentary evidence: https://drive.google.com/file/d/1oc1_yMpaXdjOOQUhdfxPBCyEBB4qWq578/view?usp=sharing	January-2025	563	February-2025	180	March-2025	64	April-2025	55	May-2025	67
January-2025	563										
February-2025	180										
March-2025	64										
April-2025	55										
May-2025	67										
4.2.6 Q_nM	<i>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</i> 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 Indicate the one/s applicable Upload • Data as per Data Template • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1Mct829LOVI5Vw7tFLNNWVprSCuELfeKU/view?usp=sharing										

Key Indicator- 4.3 ICT Infrastructure

Metric No.	Metric
4.3.1	<i>Institution updates its ICT facilities including Wi-Fi</i>
QM	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, nonteaching 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. 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 eLearning tools allows better interactive learning conditions. This Institution possesses desktop computers that cater all the Academic and Administrative purposes through LAN and Wifi Router. Upload • Document related to date of implementation and updation, receipt for updating the Wi-Fi • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1mh2UCxavmvfC_sGUBNF9jLEA14xIM8Ab/view?usp=sharing

4.3.2 Q_nM	<i>Student – Computer ratio during the academic year</i> Upload • Data as per data template • Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1KJKq2JuZTwIgxUgsKj2tzk27Cf0KphDK/view?usp=sharing
4.3.3 Q_nM	<i>Internet bandwidth available in the institution</i> 4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS Options: A. ≥ 1 GBPS B. 500 MBPS - 1 GBPS C. 250 MBPS - 500 MBPS D. 50 MBPS - 250 MBPS <50 MBPS Upload • Receipt for connection indicating bandwidth • Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth • Any other relevant Information Documentary evidence: https://drive.google.com/file/d/1VlsHMID71_Y4rDb3duCZUgeR9-1rqByT/view?usp=sharing
4.3.4 Q_nM	<i>Facilities for e-content development are available in the institution such as</i> 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit Indicate the one/s applicable Upload • Data as per Data Template • Link to videos of the e-content development facilities • List the equipment purchased for claimed facilities along with the relevant bills • Link to the e-content developed by the faculty of the institution • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1_HHdajyK2073b-C6Cc17HCqG44ivrYYZ/view?usp=sharing

Key Indicator – 4.4 Maintenance of Campus and Infrastructure

Metric No.	Metric				
4.4.1 Q_nM	<i>Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)</i> 4.4.1.1 : Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year(INR in lakhs) <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Expenditure on maintenance of physical and academic support facilities in INR Lakhs</td><td>67.9</td></tr> </table> Upload • Data as per Data Template • Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1kcniJPdfjMi7GWgQh7Bx6h9KsByMAVG9/view?usp=sharing	Year	2024-25	Expenditure on maintenance of physical and academic support facilities in INR Lakhs	67.9
Year	2024-25				
Expenditure on maintenance of physical and academic support facilities in INR Lakhs	67.9				
4.4.2 Q_iM	<i>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc .are in place</i> Response: Policy Details: 1. Objectives: To ensure a clean, safe, and learner-friendly environment by maintaining and efficiently utilizing the physical, academic, and support facilities of the institution. 2. Scope: Physical, academic and support facilities covers – Classrooms, Laboratories, Library, Sports, Administrative offices, Common Room, Elevator, washrooms, multipurpose hall, canteen etc. 3. Responsibility: i) The management is responsible for ensuring adequate financial support for the allocation, upkeep, and maintenance of institutional resources. ii) All stakeholders, including faculty members, staff, and students, are expected to ensure the proper utilization of institutional resources and promptly communicate any concerns or issues to the Grievance Redressal Cell. 4. Maintenance: i) To ensure proper identification of maintenance requirements and resource-related issues, the college conducts periodic inspections by the Governing Body, Principal, and faculty members. ii) To prevent damage and ensure the proper functioning of facilities, the college undertakes timely repairs and replacement of resources based on inspection reports and identified needs. iii) The college follows a daily cleaning schedule before the commencement of the morning assembly. Separate support staffs are employed to maintain cleanliness and hygiene across the campus. iv) To ensure safety and security, the college has installed CCTV cameras and fire safety equipment, including fire hydrant mild steel pipes, C.I. butterfly valves, hydrant landing valves, hose pipes, two-way fire brigade inlets, hose reel drums,				

hose cabinets, a 5000-litre water tank, and a 5 HP pump. Additionally, a dedicated security personnel is employed, and accommodation facilities are provided within the college premises.

v) To promote sustainability and environmental responsibility, the college has adopted green initiatives such as the installation of solar panels and the use of energy-efficient LED bulbs.

5. Utilization of Resources and Facilities

i) **Laboratories:** The college laboratories are utilized for conducting practical activities and providing experiential learning opportunities to students. The institution has separate rooms for the Science Laboratory, Mathematics Laboratory, and Social Science Laboratory. Teaching-learning materials are prepared, displayed, and used in these laboratories to enhance conceptual understanding. Students gain hands-on experience through various practical activities conducted in the laboratories.

ii) **Library:** The college library provides access to a wide range of learning resources and facilities, including library automation services, reference books, journals, magazines, newspapers, previous years' question papers, and book bank facilities supported by alumni and teachers. These resources support academic learning, research, and self-study among students.

iii) **Sports Complex (Playground):** The sports complex and playground facilities are utilized for outdoor sports activities, physical education programmes, yoga practical sessions, and other co-curricular activities that contribute to the physical well-being and holistic development of students.

iv) **Computers:** Computers are extensively utilized in academic and administrative activities, including teaching-learning processes, office administration, examinations, record maintenance, co-curricular activities, and digital communication.

v) **Classrooms and Multipurpose Hall:** Classrooms are utilized for a variety of academic activities such as lectures, interactive sessions, group discussions, workshops, seminars, practical demonstrations, examinations, and student presentations. The multipurpose hall is primarily used for organizing workshops, seminars, meetings, cultural programmes, and institutional events.

Upload

- Appropriate link(s) on the institutional website
- Any other relevant information

Documentary evidence:

<https://kaliaborcollegeofeducation.org.in>

Criterion V- Student Support and Progression

Key Indicator- 5.1 Student Support

Metric No.	Metric
5.1.1 Q_nM	<i>A range of capability building and skill enhancement initiatives are undertaken by the institution such as</i> 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 Indicate the one/s applicable Upload • Data as per Data Template • Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal • Sample feedback sheets from the students participating in each of the initiative • Photographs with date and caption for each initiative • Any other relevant information Documentary evidence: https://drive.google.com/file/d/12kL4dXBvbRhJzsIqDW_SFsyjYloXFdWq/view?usp=sharing
5.1.2 Q_nM	<i>Available student support facilities in institution are</i> 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 Indicate the one/s applicable Upload • Geo-tagged photographs • Any other relevant information Documentary evidence: https://drive.google.com/file/d/10C6wMtStYFzrjd08nKB8Rg8H1DZkLUYN/view?usp=sharing

5.1.3 Q_nM	<i>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</i> 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 Indicate the one/s applicable Upload • Data as per Data Template for the applicable options • Institutional guidelines for students' grievance redressal • Composition of the student grievance redressal committee including sexual harassment and ragging • Samples of grievance submitted offline - Any other relevant information Documentary evidence: https://drive.google.com/file/d/1Oam1vsMy5QwOBHDO2Pjv-q8-VGUWU9jG/view?usp=sharing
5.1.4 Q_nM	<i>Institution provides additional support to needy students in several ways such as</i> 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) Indicate the one/s applicable Upload • Data as per Data template • Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter • Report of the Placement Cell • Any other relevant information Documentary evidence: https://drive.google.com/file/d/18YaHA2qpAF5U-GvuehYgHWZySh6uDRcJ/view?usp=sharing

Key Indicator- 5.2 Student Progression

Metric No.	Metric						
5.2.1 QnM	<i>Number of placement of students as teachers/teacher educators</i> 5.2.1.1: Number of students of the institution placed as teachers/teacher educators during the year <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of students placed as teachers/teacher educators</td><td>41</td></tr> <tr> <td>Total number of graduating students</td><td>100</td></tr> </table> Upload • Data as per Data Template • Reports of Placement Cell for during the year • Appointment letters of 10% graduates for each year • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1Cu2g4TMb8kicGxSSa3jY34XsvuA2xU7x/view?usp=sharing	Year	2024-25	Number of students placed as teachers/teacher educators	41	Total number of graduating students	100
Year	2024-25						
Number of students placed as teachers/teacher educators	41						
Total number of graduating students	100						

5.2.2 Q_nM	Number of student progression to higher education during the academic year 5.2.2.1 : Number of outgoing students progressing from Bachelor to PG (A1). 5.2.2.2 : Number of outgoing students progressing from PG to M.Phil (A2). 5.2.2.3 : Number of outgoing students progressing from PG / M.Phil to Ph.D (A3). <table><tr><td></td><td>Bachelor to PG:</td><td>PG to M.Phil</td><td>PG/ M.Phil to Ph.D</td><td>Total</td></tr><tr><td>Number of students' progressing to higher education</td><td>8</td><td>Nil</td><td>1</td><td>9</td></tr><tr><td>Total number of students passed</td><td>8</td><td></td><td>1</td><td>9</td></tr></table> Upload • Data as per Data Template • Details of graduating students and their progression to higher education with seal and signature of the principal • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1FIE-Qq6NrYKMww0Ljx77gUxtlgANWa_0/view?usp=sharing		Bachelor to PG:	PG to M.Phil	PG/ M.Phil to Ph.D	Total	Number of students' progressing to higher education	8	Nil	1	9	Total number of students passed	8		1	9
	Bachelor to PG:	PG to M.Phil	PG/ M.Phil to Ph.D	Total												
Number of students' progressing to higher education	8	Nil	1	9												
Total number of students passed	8		1	9												
5.2.3 Q_nM	Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET) 5.2.3.1 :Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the year <table><tr><td>Year</td><td>2024-25</td></tr><tr><td>Number of Students qualified (NET/SLET/ TET/ CTET)</td><td>60</td></tr><tr><td>Number of graduating students</td><td>100</td></tr></table> Upload • Data as per Data Template • Copy of certificates for qualifying in the state/national examination • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1wFt_US9q9a56Kd0bMTUpm7kHnduekW7M/view?usp=sharing	Year	2024-25	Number of Students qualified (NET/SLET/ TET/ CTET)	60	Number of graduating students	100									
Year	2024-25															
Number of Students qualified (NET/SLET/ TET/ CTET)	60															
Number of graduating students	100															

Key Indicator- 5.3 Student Participation in Activities

Metric No.	Metric
5.3.1 QIM	<i>Student council is active and plays a proactive role in the institutional functioning</i> Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words Response: The Student Council of Kaliabor College of Education plays a significant role in promoting the effective functioning of the institution. Acting as a representative body of the students, the council serves as a vital link between the student community and the college administration. It ensures that students' opinions, suggestions, and concerns are communicated effectively, thereby fostering a democratic, transparent, and student-friendly academic environment. One of the key functions of the Student Council is to organize and coordinate a wide range of co-curricular and extracurricular activities. These include cultural programmes, literary events, sports competitions, awareness campaigns, educational tours, seminars, and workshops. Such activities provide students with opportunities to develop leadership qualities, teamwork, communication skills, and overall personality development beyond classroom learning. The council also contributes actively to academic enhancement by encouraging student participation in educational programmes, guest lectures, and training sessions. It motivates students to engage in constructive learning experiences and helps create a vibrant academic atmosphere within the institution. In addition, the Student Council plays an important role in promoting social responsibility and community engagement. It regularly participates in extension activities, cleanliness drives, environmental awareness programmes, blood donation camps, and other community service initiatives. These activities help students develop a sense of civic responsibility and commitment to society. The council functions as an effective platform for student feedback and grievance redressal. Through regular interactions with students, it identifies issues related to academics, infrastructure, campus facilities, and student welfare, and communicates them to the concerned authorities for necessary action. This process strengthens student participation in institutional development and helps maintain a supportive campus environment. The active involvement of the Student Council has contributed significantly to enhancing student welfare, promoting institutional values, and strengthening the relationship between students and the administration. Through its continuous efforts in leadership, organization, communication, and community service, the council plays a proactive role in the overall growth, progress, and excellence of Kaliabor College of Education. Upload • Copy of constitution of student council signed by the Principal • List of students represented on different bodies of the Institution signed by the Principal • Documentary evidence for alumni role in institution functioning and for student welfare • Any other relevant information

	Documentary evidence: https://drive.google.com/file/d/1xicTHxCe5SqJLO3LlvpLaKE8bE0ZntyP/view?usp=sharing				
5.3.2 Q_nM	<i>Number of sports and cultural events organized at the institution during the year</i> 5.3.2.1 :Number of sports and cultural events organized at the institution during the year <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of sports and cultural events organized</td><td>36</td></tr> </table> Upload • Data as per Data Template • Reports of the events along with the photographs with captions and dates • Copy of circular / brochure indicating such kind of events • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1kyyEEzDQ9O4tq2QEWF9bNNnrHoTq1gG/view?usp=sharing	Year	2024-25	Number of sports and cultural events organized	36
Year	2024-25				
Number of sports and cultural events organized	36				

Key Indicator- 5.4 Alumni Engagement

Metric No.	Metric
5.4.1 Q_nM	<i>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution</i> Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects Response: The Alumni Association of Kaliabor College of Education plays a significant role in strengthening the institution through continuous support and active engagement with students. The association acts as a bridge between former and current students, fostering academic growth and professional development. One of its major contributions is the Book Bank Programme, through which alumni donate books, reference materials, and study resources for the benefit of present students. This initiative helps students access quality learning materials and promotes a culture of academic excellence. Another important contribution is the Mentorship Programme. Alumni serve as mentors by guiding students on career opportunities, higher education, teaching practices, and professional skills. Through regular interactions, workshops, and counselling sessions, alumni help students gain confidence and prepare for their future careers. These initiatives demonstrate the Alumni Association's commitment to the holistic development of the institution and its students, contributing significantly to academic enrichment and career readiness

	Upload • Details of office bearers and members of alumni association • Certificate of registration of Alumni Association, if registered • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1lRwNxE3V7jvOQUv4U0abr59gT3OE5Teq/view?usp=sharing				
5.4.2 Q_nM	<i>Alumni has an active role in the regular institutional functioning such as</i> 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 Indicate the one/s applicable Upload • Documentary evidence for the selected claim • Income Expenditure statement highlighting the alumni contribution • Report of alumni participation in institutional functioning for the academic year • Any other relevant information. • Documentary evidence: https://drive.google.com/file/d/15cBst2uPnRnSb6qio8blaMYz1MhJW6rS/view?usp=sharing				
5.4.3 Q_nM	<i>Number of meetings of Alumni Association held during the year</i> 5.4.3.1: Number of meetings of Alumni Association held during the year <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of Meetings of Alumni Association</td><td align="center">1</td></tr> </table> Upload • Data as per Data Template • Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association • Any other relevant information Documentary evidence: https://drive.google.com/file/d/11RHqu3sNj2scNsszb5Ib1njYBaFtikhQ/view?usp=sharing	Year	2024-25	Number of Meetings of Alumni Association	1
Year	2024-25				
Number of Meetings of Alumni Association	1				

5.4.4 QM	<i>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.</i> Response: Alumni Special Talent and Professional Achievement Kaliabor College of Education takes pride in the achievements of its alumni who have established themselves as successful professionals in the field of education. A notable example is Mr. Sahil Jahan, an alumnus of the college, who is the owner of Gyan Valley Senior Secondary School, Borghuli, Nagaon, Assam. The school also employs fellow alumni Ms. Ina Begum and Ms. Junali Begum as teachers, reflecting the institution's contribution to educational leadership, employment generation, and alumni networking. In addition, under the "Earn While Learn" Initiative, several alumni are actively engaged with Aryabhatta Academy, Kuwaritol, Kaliabor, Nagaon (Assam). Alumni Rupalim Goswami (2017–19 Batch), Mayourima Borah (2021–23 Batch), and Chinmoyee Hazarika (2020–22 Batch) have been contributing to the institution in various academic capacities, demonstrating excellent professional competence and commitment. These achievements highlight the employability, leadership, entrepreneurial spirit, and professional excellence of the alumni of Kaliabor College of Education Upload • Documentary evidence in support of the claim • Any other relevant information • Documentary evidence: https://drive.google.com/file/d/1ASM7-0c26gSn9f--81mrIB1IGMIZ2qjq/view?usp=sharing
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Criterion VI: Governance, Leadership and Management

Key Indicator- 6.1 Institutional Vision and Leadership

Metric No.	Metric
6.1.1 Q_iM	<i>The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission</i> Response: Kaliabor College of Education exemplifies strong leadership aligned with its vision of producing competent, committed, and globally relevant teachers. The institution prioritizes quality over quantity, integrating curricular and co-curricular activities to foster holistic development. Its curriculum blends philosophy, psychology, sociology, and pedagogy, reflecting the contributions of renowned thinkers to instill sound educational values. Academic enrichment is promoted through seminars, workshops, research, internships, and cultural events, nurturing critical thinking, confidence, and leadership. Technology integration ensures student teachers gain digital competencies for modern classrooms. Ethical values and social responsibility are emphasized through community service, environmental initiatives, and a professional code of conduct. Vocational training and add-on courses enhance employability, communication, and entrepreneurship. Continuous feedback and quality assurance uphold high standards. Through participatory governance, innovative pedagogy, technological advancement, and ethical orientation, the college successfully translates its mission into practice, preparing teachers who contribute meaningfully to education and nation-building. Upload • Vision and Mission statements of the institution • List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1KuRektlhyiggz72uwVe0mUWndzGwe66f/view?usp=sharing
6.1.2 Q_iM	<i>Institution practices decentralization and participative management</i> Response: Kaliabor College of Education ensures effective governance through decentralization and participative management, involving faculty, students, alumni, and stakeholders in decision-making. The Governing Body serves as the apex authority, guiding policies, budgets, and overall development. Academic planning is overseen by the Academic Council, while the Teachers' Council provides a forum for faculty participation. The Internal Quality Assurance Cell (IQAC) monitors teaching, research, and institutional performance. Student representation is ensured through the Student Council, which fosters leadership and teamwork. Specialized cells such as the Women Cell, Grievance Redressal Cell, Discipline Committee, and Anti-Ragging Committee safeguard equality, welfare, discipline,

	and safety. Alumni engagement is promoted through the Alumni Cell, while the Web and Publicity Committee manages institutional visibility. Career Guidance and Placement Cell supports professional growth, complemented by the Sports and Recreation Committee, Green Cell, Research Cell, and Outreach Activity Cell, which encourage holistic development, sustainability, and community service. Public Relations, Fitness, and Parent-Teacher Association strengthen external and parental collaboration. Examination and Admission Cells ensure transparency and efficiency in academic processes. Together, these committees and cells embody shared responsibility, transparency, and accountability, ensuring smooth functioning and continuous institutional development while upholding the college's vision and mission. Upload • Relevant documents to indicate decentralization and participative management • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1dckvgM3gY5rbYFspW7DqYcP7bZ9gQBVI/view?usp=sharing
6.1.3 QM	<i>The institution maintains transparency in its financial, academic, administrative and other functions</i> Response: Kaliabor College of Education upholds transparency, accountability, and fairness across academic, administrative, financial, and admission processes. Academic activities are conducted in line with the academic calendar and prescribed curriculum, with internal assessments, seminars, practicals, and internships organized systematically. Teaching practice and school internships are allotted fairly, with performance evaluated by external experts in the presence of faculty and school representatives. Financial transparency is ensured through meticulous record keeping and annual audits by government-approved Chartered Accountants, with clear reports on income and expenditure. Administrative functions follow a decentralized, participative model, where committees like the Governing Body, IQAC, Academic Council, and Teachers' Council collectively plan and monitor institutional activities. Information on policies, programmes, and student support services is communicated through notices, meetings, and digital platforms, while stakeholder feedback is incorporated into decision-making. Admissions to B.Ed., D.El.Ed., and B.A. (FYUGP) programmes strictly follow merit lists, reservation policies, and guidelines of Gauhati University, SCERT, and UGC, with all details made publicly available. The institution also ensures compliance with NCTE and other statutory bodies through timely submission of reports and documentation. By maintaining transparency in academics, finances, administration, admissions, and regulatory compliance, the college strengthens credibility, quality assurance, and stakeholder trust, thereby reinforcing its mission of excellence in teacher education.

	Upload • Reports indicating the efforts made by the institution towards maintenance of transparency • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1rN-UKRmcoK2l7AptyggKvkTy_eFd7ymG/view?usp=sharing
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Key Indicator- 6.2 Strategy Development and Deployment

Metric No.	Metric
6.2.1 QM	<i>The institutional Strategic plan is effectively deployed</i> Response: The institution's strategic priorities include: expanding infrastructure, modernizing library resources, and integrating ICT into teaching-learning. Faculty are encouraged to participate in FDPs, seminars, and conferences to strengthen academic quality. Best practices are implemented for continuous improvement, while alumni engagement and outreach activities are enhanced. Co-curricular and extension programmes promote holistic growth, and new academic courses are introduced to meet emerging educational needs. One Activity Successfully Implemented: Development and expansion of infrastructural facilities It includes: 3 Smart Classrooms: ICT-enabled with modern teaching aids for interactive learning. Seminar Hall & Multipurpose Hall: Well-furnished with AC facilities Spaces for academic discussions, workshops, and cultural programmes. Conference Room & GB Room: Dedicated areas for meetings and governance activities. Canteen: Provides food and refreshments for students and staff. ICT Lab: Equipped with computers and internet for digital learning. Common Room (Boys & Girls): Comfortable space for relaxation and interaction. Principal's Office, Staff Rooms & Administrative Offices: Well-furnished with AC facilities for smooth administration. Fitness Cell & Medical Support Room: Promote health, wellness, and emergency care. Green Initiatives: Plantation areas, waste management, and water/energy

	conservation systems ensure sustainability. Upload • Link to the page leading to Strategic Plan and deployment documents • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1zHi0xGnpKRD0qRlMXlaxz1k_vjpxDBJ5/view?usp=sharing
6.2.2 Q1M	<i>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</i> Response: Kaliabor College of Education has a well-defined organizational structure that ensures effective governance, efficient administration, and smooth functioning of academic and support services. • Governing Body (GB): Apex authority responsible for policy formulation, strategic planning, financial management, infrastructure development, and overall supervision. • Principal: Head of the institution, implements GB decisions, ensures effective functioning of academic and administrative activities, supported by staff and committees. • Academic Council: Oversees curriculum transaction, academic calendar, class routines, internal assessments, teaching practice, and internships to maintain academic standards. • Internal Quality Assurance Cell (IQAC): Plans and monitors quality initiatives, collects feedback, organizes academic programmes, and ensures continuous improvement. • Examination Committee: Conducts internal and external examinations fairly and transparently, ensuring timely evaluation. • Admission Committee: Manages admissions systematically, following Gauhati University, SCERT Assam, and NCTE guidelines, with merit-based selection. • Teachers' Association: Provides a platform for faculty collaboration, discussion of academic/administrative issues, and institutional development. • Student Union Body: Represents students, organizes academic, cultural, literary, and sports activities, fostering leadership and democratic values. • Alumni Association: Connects former students, supports institutional development through mentoring, guest lectures, and outreach.

	• Parent-Teacher Association (PTA): Strengthens parent-institution collaboration for student progress and discipline. • Anti-Ragging Committee: Ensures a safe campus through preventive measures and awareness programmes. • Appointment & Service Rules: Recruitment and service conditions follow transparent procedures prescribed by Government of Assam, NCTE, and Gauhati University. Upload • Link to organogram on the institutional website • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1Fdml8QG85mUBgeWqSGoutyBePnM-Wkn/view?usp=sharing
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6.2.3 Q_nM	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 Indicate the one/s applicable Upload • Data as per Data Template • Screen shots of user interfaces of each module • Annual e-governance report • Geo-tagged photographs • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1icO1EU4tHGna-6EmU0YonhcuLGLZsvv6/view?usp=sharing
6.2.4 Q_iM	Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words. Response: One notable decision recorded in the minutes of the College committees was to organize a Workshop on Artificial Intelligence (AI) aimed at enhancing academic development for both students and faculty. The objective was to build awareness of emerging AI technologies and their practical applications in teaching and learning. This decision was successfully implemented on 29 September 2024 under the coordination of Gitanjali Panging Gam. Distinguished resource persons, Dr. Jogen Ch. Kalita and Dr. Deepak Bishla, were invited to lead the sessions. The workshop provided participants with valuable insights into AI-enabled tools and their role in improving educational practices and academic activities. Its successful execution highlights how committee decisions were effectively translated into action, reflecting the College's commitment to innovation, technology integration, and continuous improvement in teacher education. Upload • Minutes of the meeting with seal and signature of the Principal • Action taken report with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1BzFVesdKM5XWDNKoszBcp6CtzlUtdDN/view?usp=sharing

Key Indicator- 6.3 Faculty Empowerment Strategies

Metric No.	Metric
6.3.1	<i>Effective implementation of welfare measures for teaching and non-teaching staff is in place</i>
QM	Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words Response: Our institution ensures comprehensive welfare measures for teaching and non-teaching staff, focusing on both professional growth and personal well-being. Financial benefits include annual increments and support to attend seminars and workshops, encouraging continuous learning. Health and insurance provisions such as emergency care safeguard staff during unforeseen circumstances. Leave benefits like maternity leave, study leave for research/Ph.D., and other statutory provisions promote work-life balance. Professional development is strengthened through training programs, workshops, and faculty development initiatives. Recognition and motivation are fostered by awards and performance acknowledgments, while supportive policies and flexible schedules enhance work-life harmony. Additionally, grievance redressal committees are in place to address staff concerns, ensuring fairness and inclusivity. These measures collectively create a supportive environment that values staff contributions and promotes their holistic development Upload • List of welfare measures provided by the institution with seal and signature of the Principal • List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1hn6HiCLNG2D6pjE9sslrD8GJHhji9fGe/view?usp=sharing

6.3.2 Q_nM	<i>Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year</i> 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 year <table border="1"> <thead> <tr> <th>Year</th><th>2024-25</th></tr> </thead> <tbody> <tr> <td>Number of teachers receiving financial</td><td align="center">2</td></tr> </tbody> </table> Upload • Data as per Data Template • Institutional Policy document on providing financial support to teachers • E-copy of letter/s indicating financial assistance to teachers • Certificate of participation for the claim • Certificate of membership • Income Expenditure statement highlighting the financial support to teachers • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1YtaFWB6uRDOCJln2I51f1rG0LRvdbv6e/view?usp=sharing	Year	2024-25	Number of teachers receiving financial	2
Year	2024-25				
Number of teachers receiving financial	2				
6.3.3 Q_nM	<i>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.</i> 6.3.3.1 :Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year <table border="1"> <thead> <tr> <th>Year</th><th>2024-25</th></tr> </thead> <tbody> <tr> <td>Number of professional development /administrative training programmes</td><td align="center">3</td></tr> </tbody> </table> Upload • Data as per Data Template • Brochures / Reports along with Photographs with date and caption • List of participants of each programme • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1l_UhktvLz-FCF9wBJGU_mfgeODH-5JS/view?usp=sharing	Year	2024-25	Number of professional development /administrative training programmes	3
Year	2024-25				
Number of professional development /administrative training programmes	3				

6.3.4 Q_nM	<i>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</i> 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 year <table border="1" data-bbox="421 459 1139 573"> <tr> <td align="center">Years</td><td align="center">2024-25</td></tr> <tr> <td>Number of participating teachers</td><td></td></tr> </table> Upload • Data as per Data Template • Copy of Course completion certificates • Any other relevant information Documentary evidence: https://drive.google.com/file/d/10f8tUHqPvPmdt0P5KkhIq_tsYpUKOHsT/view?usp=sharing	Years	2024-25	Number of participating teachers	
Years	2024-25				
Number of participating teachers					
6.3.5 Q_tM	<i>The institution has a performance appraisal system for teaching and non-teaching staff</i> Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words. Response: Our institution follows a structured performance appraisal system tailored separately for teaching and non-teaching staff. For teaching staff, appraisal is based on participation in seminars, conferences, workshops, orientations, and webinars, along with ratings on communication clarity, sincerity, discipline, punctuality, subject clarity, and effective use of ICT tools. This ensures continuous academic and professional growth. For non-teaching staff, appraisal emphasizes work sincerity, regular attendance, office decorum, behavior, ICT knowledge, and adherence to professional ethics. Different appraisal forms are maintained for each category, and reports are prepared accordingly to ensure fairness and transparency. This system not only evaluates performance but also motivates staff to improve their skills and contribute effectively to institutional development. Upload • Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal • Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/13J78kgvD97XdtOPAtDDW1h8iROE2KGZo/view?usp=sharing				

Key Indicator- 6.4 Financial Management and Resource Mobilization

Metric No.	Metric
6.4.1 QM	<i>Institution conducts internal or /and external financial audit regularly</i> <i>Response:</i> Kaliabor College of Education, established on 5th August 1992 and affiliated to Gauhati University, follows a transparent and accountable financial management system in line with NCTE, Gauhati University, and Government of Assam regulations. As a self-financing institution, it ensures judicious use of resources through systematic planning, budgeting, monitoring, and auditing. A budgetary control system guides the effective utilization of funds for academic, administrative, infrastructural, and developmental activities. The Finance Committee, headed by the Principal, plays a central role in financial planning and resource management. It works with the Construction Committee and Purchase Committee to oversee infrastructure development and procurement. Each academic session, committees and departments submit financial requirements, which are consolidated into an annual budget reviewed and approved by the Finance Committee. Limits for recurring and non-recurring expenditures are set according to institutional income. Transparency is reinforced through regular external audits by government-approved Chartered Accountants. All transactions, receipts, payments, and balance sheets are verified, with audit reports ensuring compliance. Minor discrepancies, if any, are promptly rectified, and precautionary measures are adopted to prevent recurrence. Audited financial statements are systematically maintained and uploaded on the college website for openness. Through effective budgeting, auditing, and prudent financial practices, the institution ensures optimum resource utilization for academic excellence and institutional growth. Upload • Report of Auditors of during the year signed by the Principal. • List of audit objections and their compliance with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1XyU0copIUe1LNzWBi-i-pVUUsN_myy9C/view?usp=sharing

6.4.2 Q_nM	<i>Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)</i> 6.4.2.1 : Total funds received from non-government bodies, individuals, philanthropists during the year (INR in Lakhs) <table border="1" data-bbox="347 349 1104 501"> <tr> <th>Year</th><th>2024-25</th></tr> <tr> <td>Funds/ Donations received from NGOs, individuals, philanthropists(INR in Lakhs)</td><td>NIL</td></tr> </table> Upload • Data as per Data Template • Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal • Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given • Any other relevant information	Year	2024-25	Funds/ Donations received from NGOs, individuals, philanthropists(INR in Lakhs)	NIL
Year	2024-25				
Funds/ Donations received from NGOs, individuals, philanthropists(INR in Lakhs)	NIL				
6.4.3 Q_mM	<i>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</i> Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words. Response: The institution primarily mobilizes funds through student fees, which serve as the most consistent and reliable source of income. Government grants are received occasionally, depending on the year, and donations are also secured in some years but not regularly. To ensure optimal utilization, funds are carefully allocated based on institutional priorities such as academic development, infrastructure enhancement, student welfare, and faculty support. A transparent budgeting process is followed, with regular monitoring and audits to maintain accountability. While student fees provide stability, occasional grants and donations are strategically directed toward special projects or improvements. This balanced approach ensures that resources are used efficiently to sustain quality education and foster institutional growth. Upload • Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1J5y2ZA1BNrFSXB7_M_ersaqdGLrSVNhB/view?usp=sharing				

Key Indicator- 6.5 Internal Quality Assurance System

Metric No.	Metric
6.5.1 Q₁M	<i>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</i> <i>Response:</i> The Internal Quality Assurance Cell (IQAC) of Kaliabor College of Education plays a central role in ensuring quality enhancement and sustenance across academic and administrative domains. Acting as a catalyst for continuous improvement, the IQAC aligns institutional practices with the vision, mission, and strategic goals of the college. It fosters collaboration among faculty, student teachers, and staff to uphold academic excellence, ethics, and institutional values. Composition: The IQAC includes diverse stakeholders such as the Principal (Chairperson), Governing Body representatives, society members, entrepreneurs, coordinators, faculty, and employer nominees. This participatory structure ensures multiple perspectives in planning, monitoring, and evaluation. Roles and Practices: • Promotes holistic student development by integrating intellectual, social, ethical, and professional dimensions. • Enhances teaching-learning through ICT integration, academic audits, and adoption of best practices. • Encourages research culture via seminars, workshops, publications, and scholarly activities. • Facilitates outreach programmes, extension activities, and community engagement to instill social responsibility. • Oversees resource mobilization, infrastructure development, and modernization of IT-enabled library services. • Strengthens alumni engagement through mentoring, guest lectures, and collaborative initiatives. • Supports strategic planning, quality policies, and institutional development. Through continuous monitoring, innovation, and stakeholder participation, the IQAC ensures transparency, accountability, and excellence. It serves as the driving force behind academic quality, institutional growth, and holistic development at Kaliabor College of Education. Upload • List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal • Any other relevant information

	Documentary evidence: https://drive.google.com/file/d/1tMw7QG5FCeI_rPAV47QQpyBF9WC3kb40/view?usp=sharing
6.5.2 QIM	<i>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</i> Response: Kaliabor College of Education places quality enhancement in teaching-learning at the core of its objectives, with the Internal Quality Assurance Cell (IQAC) playing a vital role in monitoring, reviewing, and improving academic processes. The IQAC periodically evaluates teaching practices, learning outcomes, and academic performance to ensure effective curriculum transaction. It reviews methodologies and structures through academic audits, faculty discussions, and performance analysis. A strong stakeholder feedback system gathers inputs from students, parents, alumni, and faculty, which are used to refine teaching effectiveness and student satisfaction. Faculty recruitment follows NCTE and university norms, while professional development is encouraged through FDPs, seminars, and workshops. The IQAC promotes innovative pedagogical practices such as project work, group discussions, collaborative learning, and ICT-enabled teaching. Academic enrichment is strengthened through research workshops, seminars, and action research, fostering critical thinking and problem-solving skills. Learning outcomes are monitored by assessing Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs). Student-centered initiatives like reflective practices, peer observation, and lesson research are emphasized, alongside language and professional competency development through certificate courses and communicative English programmes. The IQAC also organizes programmes on contemporary educational issues, including NEP 2020, and supports co-scholastic development through cultural, sports, and community activities. Upload • Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1xiqG81NfusVUnNBaLitpnjkHSvjKTNnk/view?usp=sharing

6.5.3 Q_nM	<i>Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year</i> 6.5.3.1 : Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year. <table border="1"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Number of quality initiatives taken by IQAC / any other mechanism</td><td>15</td></tr> </table> Upload • Data as per Data Template • Report of the work done by IQAC or other quality mechanisms • List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1krRFPiMFAlpVRbdpm1Va3m5rbciw7U9F/view?usp=sharing	Year	2024-25	Number of quality initiatives taken by IQAC / any other mechanism	15
Year	2024-25				
Number of quality initiatives taken by IQAC / any other mechanism	15				
6.5.4 Q_nM	<i>Institution engages in several quality initiatives such as</i> 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 Indicate the one/s applicable Upload • Data as per Data Template • Link to the minutes of the meeting of IQAC • Link to Annual Quality Assurance Reports (AQAR) of IQAC • Consolidated report of Academic Administrative Audit (AAA) • e-Copies of the accreditations and certifications • Supporting document of participation in NIRF • Feedback analysis report • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1L7TV8NFGUMvbT2WzT0OLu-Pqqw8IqFyp/view?usp=sharing Minutes of the meeting of IQAC https://drive.google.com/file/d/1EJ7LZDzcvvoe47_u0GV1dJqHiIa5FqcG/view?usp=sharing				

6.5.5 Q_M	<i>Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives</i> <u>For first cycle:</u> <i>Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each</i> Response: Example 1: Upgradation of Infrastructure During the year, the institution achieved incremental improvement by upgrading its digital infrastructure. Smart classrooms were expanded with modern ICT tools, enabling interactive teaching and better student engagement. Library automation was strengthened with digital resources, making access to study materials faster and more efficient. In addition, new infrastructure facilities such as a seminar hall, multipurpose hall, and conference room were established, all equipped with air-conditioning, interactive panels, and projector systems. These modern spaces have enhanced the quality of academic events, workshops, and conferences, providing a comfortable and technologically advanced environment for both students and staff. Collectively, these changes not only improved the teaching-learning process but also enhanced digital literacy and institutional capacity, reflecting a steady step toward modernization. Example 2: Outreach and Community Engagement During the year, the institution strengthened its outreach initiatives, marking a significant incremental improvement. Various programs were organized to connect with local communities, schools, and social organizations, fostering collaboration and knowledge sharing. Faculty and students actively participated in awareness campaigns, skill development workshops, and extension activities that addressed social and educational needs. These efforts not only enhanced the institution's visibility but also promoted social responsibility and inclusivity. By integrating outreach with academic and extracurricular activities, the institution created meaningful opportunities for experiential learning and community development, reflecting its commitment to holistic growth. Upload • Relevant documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1pd9824jQWtV8pcY255nRtewYJire4JA9/view?usp=sharing
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Criterion VII- Institutional Values and Best Practices

Key Indicator- 7.1 Institutional Values and Social Responsibilities

Metric No.	Metric
7.1.1 Q_iM	<i>Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements</i> Response: Our institution is committed to sustainable energy practices and has streamlined its energy policy to reduce dependence on conventional sources. To meet power requirements in an eco-friendly manner, solar panels have been installed on the rooftop, which supplement electricity needs and promote renewable energy usage. Additionally, solar street lights across the campus ensure energy-efficient illumination while reducing the carbon footprint. These initiatives reflect our thrust on conservation, responsible resource management, and environmental stewardship. By integrating alternate sources of energy into daily operations, the college not only lowers utility costs but also sensitizes students and staff towards sustainable living. Upload • Institution's energy policy document • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1dUqN_PStjm5RouWNXiPOf16WV17jmxPC/view?usp=sharing
7.1.2 Q_iM	<i>Institution has a stated policy and procedure for implementation of waste management</i> Response: Our institution has adopted a comprehensive policy for waste management that emphasizes sustainability, reuse, and environmental responsibility. Rainwater harvesting structures and a stock tank have been developed to conserve water resources and reduce wastage. To ensure proper disposal, dustbins are placed throughout the campus, with additional bins dedicated to segregating paper waste and plastic bottles for reuse and recycling. A vermicompost unit has been established to convert biodegradable waste into organic manure, which is utilized for maintaining greenery on campus. Furthermore, students actively participate in innovative projects by creating useful products from waste materials, thereby promoting the concept of "waste to wealth." The implementation procedure involves regular monitoring of waste segregation, awareness campaigns among students and staff, and encouraging active participation in eco-friendly practices. By integrating rainwater harvesting, composting, and recycling initiatives, the institution not only minimizes its environmental footprint but also instils sustainable values in the academic

	community. Upload • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/18i3TaoqhkvpFBupcaazl4PrE8DB_mTTU/view?usp=sharing
7.1.3 Q_nM	<i>Institution waste management practices include</i> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant Indicate the one/s applicable Upload • Documentary evidence in support of each selected response • Geo-tagged photographs • Income Expenditure statement highlighting the specific components • Any other relevant information Documentary evidence: https://drive.google.com/file/d/161daINOEJvW4B0QbtPB-D1EgUGdRCqfO/view?usp=sharing
7.1.4 Q_nM	<i>Institution has water management and conservation initiatives in the form of</i> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage Indicate the one/s applicable Upload • Income Expenditure statement highlighting the specific components • Documentary evidence in support of the claim • Geo-tagged photographs • Any other relevant information Documentary evidence: https://drive.google.com/file/d/17MV0eeocNsDPzptv81IrfX30knRJ23ML/view?usp=sharing

7.1.5 QM	<i>Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment</i> Response: Kaliabor College of Education places strong emphasis on maintaining a clean, healthy, and pollution-free environment. The campus is swept daily under a structured duty schedule, and restrooms are sanitized regularly to ensure hygiene. Uninterrupted water supply is maintained, supported by an on-site well facility. The institution also promotes eco-friendly practices by encouraging reduced use of petroleum-based vehicles and adopting electric vehicles wherever feasible. On 5th June 2024, the college organized the <i>Clean Kaliabor, Green Kaliabor</i> campaign as part of World Environment Day. Both B.Ed. and D.El.Ed. trainees participated in a six-hour community outreach program, conducting awareness drives on sanitation, hygiene, lavatory usage, and handwashing. Such initiatives are repeated annually to instill environmental consciousness among learners. The college enforces a tobacco-free and plastic-free campus policy, strictly prohibiting tobacco use and minimizing plastic consumption. Green cover is preserved through the cultivation of medicinal plants and regular plantation drives. Waste management is streamlined with separate bins for dry and wet refuse, daily disposal, and strict segregation practices. Through these sustained efforts, the institution ensures a clean, green, and healthy environment, aligning with its vision of holistic education and community well-being. Upload • Documents and/or photographs in support of the claim - Any other relevant information Documentary evidence: https://drive.google.com/file/d/1qXUveI0iZA7-JFLQt9ONGxnlOQhyXmR3/view?usp=sharing
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7.1.6 Q_nM	<i>Institution is committed to encourage green practices that include</i> 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 Indicate the one/s applicable Upload • Videos / Geotagged photographs related to Green Practices adopted by the institution • Circulars and relevant policy papers for the claims made • Snap shots and documents related to exclusive software packages used for paperless office • Income- Expenditure statement highlighting the specific components • Any other relevant information Documentary evidence: https://drive.google.com/file/d/16uModDz7OMpREDM4UKRwVCLIEYpMOTVv/view?usp=sharing				
7.1.7 Q_nM	<i>Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</i> 7.1.7.1 :Total expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs) <table border="1" data-bbox="331 1176 1101 1290"> <tr> <td>Year</td><td>2024-25</td></tr> <tr> <td>Expenditure on green initiatives and waste management (INR in lakhs)</td><td>2.6</td></tr> </table> Upload • Data as per Data Template • Income Expenditure statement on green initiatives, energy and waste management • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1gbgssNJ4oSPMGocdBN1kJAiC21EdzWP/view?usp=sharing	Year	2024-25	Expenditure on green initiatives and waste management (INR in lakhs)	2.6
Year	2024-25				
Expenditure on green initiatives and waste management (INR in lakhs)	2.6				

7.1.8 Q_nM	<i>Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.</i> Response: Kaliabor College of Education actively integrates its locational advantages and community practices into institutional functioning. The college upholds parity among diverse cultures and customs, enrolling learners from varied socio-cultural, linguistic, and economic backgrounds without bias. Through celebrations and observances, students are sensitized to the importance of nation-building and preserving communal harmony. The institution benefits from its central location, with easy access to banking facilities, healthcare centres, hospitals, schools, daily markets, and places of worship, which enrich the learning environment and support student needs. The college's sports ground is utilized for large-scale athletic events, while multipurpose halls provide space for academic and cultural gatherings. Community challenges are addressed through outreach programs, awareness drives, and collaboration with local stakeholders. A nearby women's hostel offers affordable accommodation for female students and alumnae, particularly during examinations, ensuring inclusivity and accessibility. By leveraging regional expertise, resources, and community practices, the college fosters holistic development, strengthens social bonds, and responds to local challenges. This approach highlights the institution's commitment to blending academic priorities with community engagement, thereby creating a supportive, culturally sensitive, and resource-efficient environment for learners. Upload • Documentary evidence in support of the claim • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1oBDu4czJ0BoGp4-3c8EMYmlxfFTDBelx/view?usp=sharing
7.1.9 Q_nM	<i>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</i> 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 Indicate the one/s applicable Upload • Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University • Web-Link to the Code of Conduct displayed on the institution's website • Reports / minutes of the periodic programmes to appraise adherence to

	the Code of Conduct • Details of the Monitoring Committee, Professional ethics programmes, if any Any other relevant information Documentary evidence: https://drive.google.com/file/d/1Fs0ROm3Ps-XZpFZHKXAKk0zkXF4XHx8L/view?usp=sharing
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Indicator- 7.2 Best Practices

Metric No.	Metric
7.2.1 QIM	<i>Describe at least two institutional best practices (as per NAAC format given on its website)</i> Response: Our college has conducted numerous impactful practices across several areas to enrich academic, cultural, and social development. Below, we have highlighted two of the most significant best practices: Best Practice in Indian Knowledge System (IKS) Title of the Practice: Promotion and Preservation of Indian Knowledge System through Workshops Programme 1: Workshop on Conservation of Cultural Property • Objectives: ○ To sensitize students and the community about the importance of preserving cultural heritage. ○ To provide practical knowledge on conservation techniques. • Context: Conducted at Nrishingha Devalaya, Barbhakati in collaboration with the Directorate of Archaeology, Assam, this programme highlighted the need to safeguard tangible cultural assets. • Practice: Experts delivered lectures and demonstrations on conservation methods, followed by interactive sessions. • Evidence of Success: Participants gained awareness and showed interest in heritage preservation activities. • Problems Encountered: Limited technical resources and expertise at the grassroots level. Programme 2: Workshop on the Art of Mask Making (Majuli) • Objectives: ○ To preserve and promote the traditional art of mask making from Majuli. ○ To encourage students to appreciate indigenous craftsmanship. • Context: Majuli is renowned for its satriya culture and mask-making tradition, which is an integral part of Assamese heritage. • Practice: Artisans conducted hands-on sessions, teaching students the process of mask making.

	• Evidence of Success: Students developed creative skills and cultural appreciation. • Problems Encountered: Difficulty in sourcing traditional materials and sustaining interest beyond the workshop. Upload • Photos related to two best practices of the Institution • Any other relevant information Documentary evidence: https://drive.google.com/file/d/1Wl1-7zsH-1jhQSaTvZXL-F5LoSjio87u/view?usp=sharing
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Key Indicator- 7.3 Institutional Distinctiveness

Metric No.	Metric
7.3.1 QM	<i>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</i> Response: In alignment with its vision of holistic education and social responsibility, our college has adopted a nearby village (Niz-Chilabandha) to foster inclusive growth and community development. This initiative reflects our priority of integrating academic learning with real-life societal challenges. Through activities such as awareness discussions on NEP-2020, surveys on socio-economic and educational issues, and fee concessions for village students admitted to our institution, we aim to bridge the gap between education and community needs. While implementation is ongoing, the thrust remains on empowering the village through educational support, socio-economic upliftment, and holistic development. This distinctive practice highlights our commitment to nurturing socially conscious graduates and contributing meaningfully to the surrounding community, thereby reinforcing our role as a catalyst for sustainable development. Upload • Photo and /or video of institutional performance related to the one area of its distinctiveness • Any other relevant information • Documentary evidence: https://drive.google.com/file/d/1k-AgLg4O44OfL4wTE9RqcQwrRA9N7xzA/view?usp=sharing

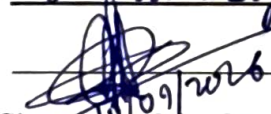
Future Plans of action for next academic year (200 words)

The institution is committed to strengthening quality teacher education through innovative academic and extension initiatives aligned with NEP 2020 and NAAC quality benchmarks. In the upcoming academic year, awareness programmes will be organized on new initiatives in teacher education envisaged under NEP 2020. Faculty Development Programmes (FDPs) on SWAYAM and digital learning platforms will be conducted to enhance professional competencies of teachers.

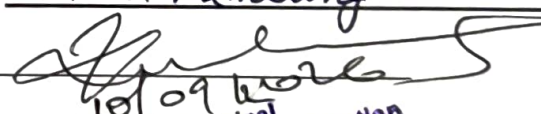
Community engagement will be expanded through outreach programmes such as literacy awareness campaigns, women's education initiatives, and free medical camps in collaboration with local stakeholders to promote inclusive development. The institution also plans motivational sessions, career guidance, and counselling programmes for school students and youth. Workshops on local resources, entrepreneurship opportunities, and sustainable livelihoods will be arranged to encourage self-employment and skill development. Special training on effective communication strategies for persons with disabilities will further strengthen inclusive education.

Additionally, the College will continue to enhance IQAC initiatives by improving quality assurance practices, promoting stakeholder participation, strengthening documentation, and encouraging research and extension activities. These measures will ensure continuous institutional development and alignment with NAAC accreditation requirements, thereby fostering excellence in teaching, learning, and community service.

Name Ankita Ray


Signature of the Coordinator, IQAC
IQAC Co-ordinator
Kallabor College of Education
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Name Dr. T. Kumbang


Signature of the Principal, IQAC
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