



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SEVAYATAN SIKSHAN MAHAVIDYALAYA

VIII- SEVAYATAN, P.O- SEVAYATAN, DIST- JHARGRAM
721514

<https://www.ssmahavidyalaya.ac.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sevayatan Sikshan Mahavidyalaya (SSM), a government-sponsored teachers' training college, was established in 1959 under Calcutta University, making it the oldest and largest teachers' training college in West Bengal. Founded by Swami Satyananda Giri Maharaj, the college aims to harmonize the body, mind, and soul through education, instilling values, competency, and integrity in future teachers and educators.

From 1960 to 1995, SSM was the sole teacher training college covering a vast area of western West Bengal, from Howrah to Purulia, and admitted only male service teachers in a fully residential ashramic environment. It is located in the Tribal-dominated Radhanagar Panchayat, under Jhargaram Block, District Jhargram (initially under the undivided Midnapore District).

The college was affiliated with Calcutta University from 1959 to 1984, Vidyasagar University from 1985 to 2015, and since 2015, it has been affiliated with Baba Saheb Ambedkar Education University. In 2013, SSM introduced an M.A. in Education under Vidyasagar University, taught exclusively at SSM with esteemed professors from various universities. The National Council of Teachers Education recognized the college for the B.Ed. program in 2008 and 2015.

SSM has held University Grants Commission 2(f) and 12B status since 1960. Over its 65-year history, the college has adapted to changes to continue its educational service. In 1995, it became co-educational, and currently, 80% of the students are girls from backward classes (SC, ST, OBC). The college is dedicated to empowering the underprivileged by providing quality education to rural, poor, and backward communities.

Vision

To search the righteous path, which the ancient scholars or yogis go down, blended with modern knowledge. Sevayatan Sikshan Mahavidyalaya (SSM) is committed to building one abode of educational service in respect of body, mind, and soul. The humanization of three aspects of a human being is sought to be fulfilled through education. Therefore, special features are made by man through its educational entities. Sevayatan Sikshan Mahavidyalaya, in this regard, believes in the school of humanism, behaviorism, and materialism to design the teaching and learning process around the student teachers. Thus, man-making through its educational entities is the main vision.

Mission

- The institute is committed to producing teachers with positive attitudes and professional competences in the field of education.
- Sevayatan Sikshan Mahavidyalaya is committed to fostering all students and teachers' professional and personal growth by promoting lifelong learning and leadership development.
- The institution embraces all aspects of human diversity and the values necessary to ensure a vibrant learning community.
- Sevayatan Sikshan Mahavidyalaya is committed to the highest standards of honesty, fairness, respect,

and professional and scholarly ethics. It values the dignity and worth of all people.

- Se vayatan Sikshan Mahavidyalaya's mission is to provide hands-on experiences through innovative strategies, practices, and tools for addressing educational problems and to prepare practitioners, policymakers, and researchers who can develop equitable educational opportunities.
- To emphasize the value education to create human resources with a modern view and foresight who can contribute to national development by catering to the universalization and globalization of education.
- To promote analytical and empirical study in the basic and social sciences and humanities, leading to a higher level of research amongst faculty members and students.

The college administration functions through several statutory and non-statutory committees. The teachers and staff members participate in framing and implementing the policies of the college through regular meetings.

The vision and mission of the institute are propagated to the students, teachers, staff, and other stakeholders from time to time in various forms. The academic calendar and college prospectus are published each year and distributed among the students at the time of admission. All information and decisions are timely circulated to the students, teachers, and non-teaching staff through notices displayed on the notice board. All relevant notifications regarding curriculum and co-curricular activities are further communicated through the official website of the college.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Being the only government-sponsored teachers' training college in Jhargram district, located in a rural, backward tribal-dominated area with a large population of backward communities, it enables us to serve and empower the marginalized.
2. Well-qualified and committed faculty members and staff.
3. Full-fledged teaching plan for all courses.
4. Opportunities for teachers to update themselves.
5. Opportunities for women's empowerment.
6. Regular training in ICT integration is required for students.
7. Skill-enhanced value-added courses.
8. UGC NET and TET coaching classes.
9. There are a plethora of opportunities for curricular, co-curricular, and extracurricular activities.
10. Observing days of national and international importance to strengthen unity and integrity.
11. Resourceful community engagement and outreach activities.
12. MOUs with various institutions.
13. Effective mentor-mentee system.
14. Several student and staff welfare schemes.
15. Financial support for deserving students.
16. Round-the-clock wi-fi connectivity.
17. Fully automated library as a learning center.
18. Well-maintained and spacious hostel rooms.
19. Rapidly growing infrastructure facilities, green, clam campus congenial for the teaching learning process.
20. Well-equipped laboratories.
21. Registered and active alumni association.

22. Scholarship helpdesk and concessions to reduce dropouts.
23. Consistent academic results.
24. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, enhancement, and sustenance of the overall quality of the institution.

Institutional Weakness

1. With a view to institutional growth and development, the number of permanent teaching staff in the college needs to be increased.
2. Sevayatan Sikshan Mahavidyalaya is primarily a teachery education that focuses on teaching and learning activities rather than research. Therefore, there is a limited scope for enhancing the research practices on campus. We need more efforts in research work.
3. The college, being a constituent college under BSAEU, Kolkata, is limited by the program structure and curriculum prescribed by the university and therefore does not have much flexibility in this regard.
4. Limited resources exist for the use of digital technology to enhance teaching and learning on campus.
5. Less financial resources and backup from funding agencies.
6. More alumni participation and contributions are required.
7. There is a lack of consultative and placement opportunities for students on campus.
8. Non-availability of the NCC scheme for students.
9. High maintenance cost of the sprawling campus.

Institutional Opportunity

- Enhanced infrastructure to cope with the New Education Policy 2020.
- Enhanced infrastructure to develop e-content and ICT resources.
- There are a large number of spacious hostel rooms.
- Book bank facility for students.
- Support from management for research and professional development.
- More avenues to strengthen collaboration and linkage.
- More field visits, industrial visits, and study tours for students.
- Increase in internship linkages to provide better opportunities to students.
- Internet facility for students to pursue online courses in SWAM.

Institutional Challenge

1. A large proportion of students are rural and poor, and they spend a significant amount of time helping their families with agricultural or labor work.
2. Obtaining funds, especially after a pandemic situation,
3. Getting placements for students in a restricted environment.
4. Delays in filling government-aided vacancies.
5. No non-teaching appointment from the government after retirement to achieve excellence in academics by involving measures from socially weaker sections.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sevayatan Sikshan Mahavidyalaya (SSM) follows the syllabus prescribed by BSAEU and VU. The curricular planning and framing committee aligns the curriculum with students' needs, interests, and abilities, involving experts, alumni, employers, and teaching practice schools. Planning for each academic year begins at the end of the previous year, covering courses, practicums, internships, timetables, workloads, and additional curriculum inputs. Teachers and students are oriented through induction and orientation programs, respectively.

In addition to the B.Ed. course, SSM offers professional, value-added, career-oriented, skill development, and certificate courses. The college provides P.G. courses in education, with the syllabus framed by the Board of Studies and veteran professors from various universities. Since 2013, the syllabus for the P.G. course in Education has been approved and follows the CBCS semester system under Vidyasagar University's guidance.

SSM's curriculum incorporates topics on gender, environment and sustainability, human values, and professional ethics, reflecting its mission and vision. The academic calendar, prepared by the academic committee in compliance with the university schedule, is uploaded to the website. The committee and IQAC ensure effective curriculum delivery throughout the academic session.

The college engages staff and students in co-curricular activities, commemorative day celebrations, extension, and outreach programs. These activities enrich students' development in areas such as gender sensitization, environmental awareness, moral and ethical values, career options, and community orientation. Feedback on the curriculum is systematically collected from students, teachers, alumni, employers, and practice teaching schools. Program participants also provide feedback, which is analyzed to make informed decisions about the curriculum.

Teaching-learning and Evaluation

Sevayatan Sikshan Mahavidyalaya (SSM) maintains transparency in its online admission process. Applications are invited online, with all information displayed on the college website and in newspapers for wide circulation. Merit lists are published online, ensuring transparency throughout the admission process. Admissions for SC/ST/OBC students follow state reservation norms. An induction program is organized at the beginning of the academic session.

Student mentoring and counseling for academic issues are provided by mentors, while financial issues are addressed by the scholarship help desk. The college combines conventional teaching with e-learning and online teaching methods, using Google Meet, LMS, Facebook, WhatsApp, and YouTube. Classrooms are well-furnished, with six equipped with ICT facilities, and the entire campus has Wi-Fi and LAN connectivity.

Students receive rigorous training in teaching skills and learning design through micro-teaching workshops and simulation. Visits to innovative schools before internships familiarize students with different school setups. The internship process is monitored by both school headmasters and college teachers. Internal assessment includes theory exams, tasks, assignments, and remedial classes. Additional academic support is provided for both slow learners and advanced students.

The syllabi and learning outcomes for all programs are available on the college website. Staff and students have access to e-resources through INFLIBNET under the N-list of NME ICT. The college has high-speed internet connectivity available campus-wide.

For the 2022-2023 academic session, the student-teacher ratio is 19:1. Among the 17 teachers, including the principal, two hold M.Phil. degrees, and Six hold Ph.D. degrees, with eight teachers currently pursuing Ph.Ds. The institution focuses on the holistic development of students through its teaching, learning, and evaluation processes. The overall pass percentage of outgoing students at university examinations is impressive, with a 100% pass rate for the 2021-2023 academic sessions.

Infrastructure and Learning Resources

Sevayatan Sikshan Mahavidyalaya (SSM) functions on a 6.0-acre campus with a total built-up area of 5012.9394 sq. m. The college aims to sustain a high-quality teaching and learning environment, featuring classrooms with ICT facilities, eight well-equipped laboratories, two seminar halls, an auditorium, one boys' hostel, two girls' hostels, sports facilities, a gymnasium, a 200-meter track, a multipurpose playground, and provisions for indoor sports. The academic infrastructure includes high-speed internet (Wi-Fi) and regularly upgraded physical infrastructure, including laboratory and ICT equipment, and furniture.

The library, spanning 164.44 sq. m., has a reading room for about 50 students and contains 11,597 books, 200 reference books, 16 journals, 4 magazines, 2 daily newspapers, and 3 computers with 300 MB/s internet. It features the ILMS "SOUL" for easy material searches, a digital N-list facility with over 6,000 e-journals and e-books, and an open access system. The library also includes a resource center dedicated to Rabindranath Tagore and other Bengali writers, with a photocopier available for students.

ICT facilities at SSM include upgraded computers, laptops, projectors, printers, and smart boards. The college has two separate internet providers (BSNL FTTH 300 Mbps and JIO) offering unlimited Wi-Fi to staff and students, including in the hostels. There are 54 computers and 2 laptops available for educational use. The institution's website is regularly updated.

Additional facilities include a child care room, guest house, flower gardens, cycle stand, ramp, security room, canteen, mini-bank facilities, and residential quarters for staff. The campus is under CCTV surveillance for security. For power supply, the college has two generators (30 KVA) and six water coolers for fresh, chilled water.

An adequate budget is sanctioned annually to maintain and augment the physical, academic, and support facilities, ensuring a comprehensive and supportive environment for all students and staff.

Student Support and Progression

- The college is not merely a physical space where one admits and exits after the teacher education degree is completed but rather a training ground that catalyzes the discovery of a teacher within one.
- The college caters to students from all sections of the community and follows the state government reservation policy during admission for students belonging to ST, SC, OBC-A, and OBC-B.
- The infrastructural facilities train the students to become technology-proficient teachers who come after blended learning experiences in their future work places.
- The college is located in a rural area and has created considerable goodwill and reputation among the community students of West Bengal. Student enrolments have been very high during the last five years; 100% of intake capacities have been filled.
- The pass percentage of outgoing students has been very high during the last five years, ranging from

99–100%, with a significant number of students obtaining 75%–90% marks each year.

- The college has certain schemes to support the students, like free shipping, exemption of fees, etc., under different categories. The state government, as well as the central government and corporate house, also provide financial assistance through scholarships to eligible students.
- The student council plays a crucial role in representing students's views on academic and administrative matters and organizing many cultural programs and celebrations.
- The Alumni Association, a registered body, took an active role in the physical and academic growth of the college.
- NET/SET/TET/CTET coaching classes are regularly conducted at the institution.
- The placement cell arranges special sessions on resume writing, interview techniques, and personality development for the students with the help of different coaching centers such as RICE, JILLETT, and Mahindra Company.

Governance, Leadership and Management

- The college is managed by the governing body consisting of the president, principal (secretary), government nominee, university nominee, teachers' representatives, and non-teaching representatives as per *the West Bengal Universities and Colleges Administration and Regulation Act-2017*.
- All academic programs and activities are carried out under the supervision of the governing body for the overall development of the college.
- For effective administration and efficient implementation of academic activities, efforts to decentralize management are being made through the Academic Committee, Finance Committee, Purchase Committee, IQAC, NSS Unit, and several committees and cells comprising teaching faculties and non-teaching staff as members. Representatives of students in some committees.
- The college has a mechanism for delegating authority and providing operational autonomy. Committees and cells are framed with members who are opting or specialized for taking charge of specific events or activities. Program conveners, coordinators, and members are authorized to plan and organize academic programs and events.
- Institutional activities are monitored and evaluated through regular meetings of the academic committees, IQAC other committees, etc., and a feedback system (regular feedback from stakeholders, alumni members, staff, and students).
- The IQAC, in coordination with the academic committee, ensures effective planning and implementation of academic activities through regular meetings and reviews of the activities.

Institutional Values and Best Practices

- The campus promotes equal opportunity for all sections and preaches gender equity, inclusiveness, and social awareness, both of which contribute to the development of human values.
- Environmental audits, energy audits, and green audits are done by the college.
- The college is an immaculately maintained, green, plastic-free campus. Rainwater storage sumps are built to maintain underground water levels and recharge underground aquifers.
- To reduce electricity consumption, the institution uses LED bulbs.
- The institution has installed solar pumps and solar street lights to reduce electrical power consumption.
- A wooden briquet (biogas) is installed in the hostel premises, which can save 2-3 LPG cylinders per month. The biodegradable kitchen waste and the abscission leaves are converted into manure using bionets.

- The campus is home to hundreds of birds, and food is loaded with grains. Water pots are placed in a few places. 150 trees are planted on the campus.
- The college ensures the safety and security of girls' students through security guards and CCTV monitoring.
- The college has vermicompost units for solid waste recycling.
- Water usage is minimized by fixing water-saving devices and sensor use.
- Students' active participation in extension activities through various cells of the college is an academic benchmark and an executive practice. Through NSS and Eco Club, the college conducted a number of programs on community service. Extension activities, awareness programs, outreach programs, and women's rights promote gender equity, which promotes social responsibility, leadership qualities, and citizen role. The observation of commemorative days by NSS is done.
- The college has successfully adopted the online teaching, learning, and evaluation process.
- As an outcome, the college has been able to introduce a number of diversified value-added courses and skill-based certificate courses. So, the integration of conventional teaching and learning with imparting skill-based knowledge is being done.
- The college has a lush green, tobacco-free, and plastic-free campus with solar power, solar light, vermicompost units, and no vehicle zone, providing an environment-friendly learning environment.

Research and Outreach Activities

- 8 teachers are pursuing Ph.D., and a significant percentage of permanent teachers contribute regularly to UGC-recognized journals and books.
- The college has organized 55 college-level, state-level, national, and international seminars in the last 5 years.
- The college organizes a number of extension and outreach activities in the surrounding communities through NSS to promote a strong college-neighborhood linkage.
- During the pandemic, preparation and distribution of sanitizer, masks, and medicines.
- Repair boundary wall which destroyed by elephant of sevayatan kalyan Kendra (Deaf & Dumb) School.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SEVAYATAN SIKSHAN MAHAVIDYALAYA
Address	Viiil- Sevayatan, P.o- sevayatan, Dist- Jhargram
City	JHARGRAM
State	West Bengal
Pin	721514
Website	https://www.ssmahavidyalaya.ac.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ashis Kumar Gupta	03221-295157	9474959985	-	ssmahavidyalaya@yahoo.co.in
IQAC / CIQA coordinator	Ananda Nanda Bera	03221-256436	9477060631	-	anandanandabera@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	Baba Saheb Ambedkar Education University	View Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-01-1960	View Document
12B of UGC	01-01-1960	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	08-12-2006	209	The recognition of NCTE is valid till date

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ViiI- Sevayatan, P.o-sevayatan, Dist- Jhargram	Rural	6	5012.939

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Bed,	24	Graduation	Bengali	100	100
PG	MA, Ma In Education,	24	Graduation	Bengali	76	59

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				24			
Recruited	0	0	0	0	0	0	0	0	13	4	0	17
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	7	0	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	9	7	0	16
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	1	0	5
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	8	2	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		4	1	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	35	0	0	0	35
	Female	63	2	0	0	65
	Others	0	0	0	0	0
PG	Male	18	0	0	0	18
	Female	41	0	0	0	41
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	8	14	13	12
	Female	11	21	20	22
	Others	0	0	0	0
ST	Male	4	7	6	2
	Female	16	10	10	9
	Others	0	0	0	0
OBC	Male	15	12	13	10
	Female	25	33	30	21
	Others	0	0	0	0
General	Male	17	22	21	27
	Female	48	56	53	56
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		144	175	166	159

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Implementing multidisciplinary and interdisciplinary approaches within teacher training programs in alignment with the National Education Policy (NEP) 2020 necessitates a comprehensive restructuring of the curriculum and pedagogical practices. SSM should integrate diverse subject areas and perspectives, breaking down traditional disciplinary boundaries, to foster a holistic understanding of knowledge. This can be achieved through collaborative curriculum design that encourages cross-disciplinary connections and project-based learning experiences. Additionally, providing opportunities for teachers to engage in interdisciplinary research, workshops, and seminars cultivates a culture of</p>
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	<p>intellectual curiosity and innovation. Emphasizing real-world applications and problem-solving across multiple domains prepares educators to address complex challenges and adapt to the changing demands of the 21st-century workforce. By embracing multidisciplinary and interdisciplinary approaches within teacher training programs, NEP 2020 aims to equip educators with the skills and mindset necessary to nurture well-rounded learners capable of navigating an interconnected world with creativity and agility.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) will greatly benefit students by allowing them to take courses tailored to their vocational, professional, or intellectual needs. It will provide flexible exit and re-entry points, enabling students to select the best courses or combinations that match their aptitude and quest for knowledge. ABC will empower students to customize their degrees or make specific modifications, rather than following the rigid, traditional degree paths prescribed by a single university or autonomous college. Academic Bank of Credits concept has not yet been implemented by SSM as well as affiliating university, we are awaiting university guidelines for its implementation.</p>
<p>3. Skill development:</p>	<p>Skill is pivotal for fostering a competent and dynamic teaching workforce. NEP 2020 emphasizes the importance of equipping teachers with not only subject knowledge but also with pedagogical skills, digital literacy, and socio-emotional competencies. SSM incorporates innovative approaches such as experiential learning, project-based learning, and collaborative activities to cultivate a diverse set of skills among educators. Additionally, emphasis should be placed on developing critical thinking, problem-solving, communication, and adaptability skills, enabling teachers to effectively engage with students in a rapidly evolving educational landscape. Moreover, integrating technology-enabled teaching tools and platforms within teacher training programs enhances digital literacy and equips educators with the necessary skills to leverage technology for enhanced teaching and learning experiences. By prioritizing skill development within teacher training programs as outlined in NEP 2020, educators can be better prepared to meet the evolving needs of students and contribute to the holistic development of</p>

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>learners.</p> <p>To apply appropriate integration of Indian Knowledge Systems (IKS) through teacher education programs, it is imperative to design a curriculum that incorporates teaching in Indian languages and culture. Firstly, SSM should prioritize the inclusion of Indian languages as mediums of instruction alongside English, ensuring accessibility and inclusivity for learners from diverse linguistic backgrounds. Additionally, embedding elements of Indian culture, history, and traditions within the curriculum fosters a sense of identity and pride among students, promoting holistic education. Furthermore, leveraging online courses allows for the dissemination of IKS beyond geographical boundaries, reaching a wider audience, and facilitating lifelong learning. Through these strategies, teacher education programs can not only preserve and promote India's rich cultural heritage but also empower future educators to impart knowledge that is deeply rooted in Indian ethos and values, thereby fostering a more inclusive and culturally responsive education system. SSM now tries to foster teacher training programs through the Santali language.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Sevayatan Sikshan Mahavidyalaya has implemented Outcome Based Education (OBE) for its both B.Ed. and M.A. in Education program. The learning outcomes are clearly defined at both the Programme Level (PLOs) and Course Level (CLOs). To support the achievement of these outcomes, the institution designs and delivers targeted learning experiences. These outcomes are regularly assessed, and the data from these assessments is utilized to enhance academic quality continually. The B.Ed. curriculum is structured around key cognitive skills, which include Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. has implemented Outcome Based Education (OBE) for its both B.Ed. and M.A. in Education program. The learning outcomes are clearly defined at both the Programme Level (PLOs) and Course Level (CLOs). To support the achievement of these outcomes, the institution designs and delivers targeted learning experiences. These outcomes are regularly assessed, and the data from these assessments is utilized to enhance academic quality continually. The B.Ed.</p>

	<p>curriculum is structured around key cognitive skills, which include Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.</p>
6. Distance education/online education:	<p>The National Education Policy 2020 envisions a comprehensive transformation of the higher education system to address barriers to equity, inclusion, and diversity. The policy advocates for Higher Education Institutions (HEIs) that meet specific criteria to offer Open and Distance Learning (ODL) and online programs, aiming to reach geographically and socio-economically disadvantaged groups. The Covid-19 pandemic has accelerated the adoption of digital platforms by educational institutions for conducting classes, conferences, and meetings. This shift to digital platforms is seen as the new normal, aligning with the vision of the New Education Policy. Sevayatan Sikshan Mahavidyalaya successfully transitioned to online course delivery during the pandemic and conducted online examinations using its internal team. To improve the focus on skill development and competency building among students, Sevayatan Sikshan Mahavidyalaya is committed to integrating a set of identified skills and values into its higher education curriculum.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
319	304	298	311	319
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	176	176	166	166
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	79	79	72	72
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
160	159	145	154	158
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
159	159	145	154	158
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
159	174	175	154	161
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	18	18	18
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2022-23	2021-22	2020-21	2019-20	2018-19
147.58	108.73	86.23	72.18	73.41
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 17**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Response:

Being an affiliated institution to BSAE University, we do not have much freedom in revising or removing the content but we often forward our feedback every year to the university officials based on the views received from Experts, Employers, Teaching Practice schools, Students, Alumni, and Teachers etc. so that necessary actions can be taken by the university. Curricular aspects of B.Ed. Course in Sevayatan Saksham Mahavidyalaya are governed by Baba Saheb Ambedkar Education Universities as it is a government sponsored affiliated college and curricular aspects of M.A. in Education are governed by Vidyasagar University. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well- structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts. The Board of Studies of our college prepare broad guidelines and frameworks to suit requirements of different courses under M.A. in education at the departmental level. In addition to that the committees at college level prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed. at the departmental fulfil the needs of the teacher-trainees in mind.

Departmental meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and audio visual teaching aids for teachers are discussed. The college in regular intervals invites experts to ensure quality of education, and duty in the teaching-learning processes. We at SSM (Sevayatan Sikshan Mahavidyalaya) also focus on Mid semester curriculum planning meetings to ensure whether any plan is being followed or any changes required.

The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly.

At SSM we have also designed a module on skill development and value education as per the local demand which is an additional input and helps us in general development of the region.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	10	10	10

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

1.2.2

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3

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

Response: 20.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
322	0	0	0	0

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

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

through

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

Response: A. All of the above

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

1.2.5

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

Response: 19.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	110	94	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response:

A FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION

Quality education in school level heavily banks on quality teacher education. In this respect understanding the scope and essence of teacher education is very much essential on part of the teacher-trainees and teacher educators respectively. To give a holistic and robust understanding about the field of teacher education, number of efforts have been made by the institution like, Induction/Orientation program for the newly admitted students where they are made aware of the need of B.Ed. and M.A. Education program; the syllabus is introduced to the students which comprises theory courses and the pedagogy courses. The principal and the able faculties of their subjects concerned impart holistic education and engage the students through hands on experience activities because teaching is a skill which can be learnt through practicality of the learning experiences. In the same direction numbers of talks by the experts from different fields have been arranged for the students who aware the teacher-trainees about the field of teacher education.

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

The curriculum followed by the institute which is affiliated to BSAE University, Kolkata helps students gain systematic knowledge and develop different skills through the courses like, Skill development Program which includes Micro teaching skills like Skill of Introduction, Questioning, Illustration, Blackboard Writing, Skill of Stimulus variation and Reinforcement and Integrating lessons.

The two pedagogy courses which are chosen by the students provide ample opportunities to develop the

skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions, etc, Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

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

The Curriculum provides application-based learning to student teachers. Through different courses like Teaching Learning competencies which include Reading and Reflecting on text which enables student-teachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms. Another part of the curriculum which is very essential in today's scenario is learning to use Computers and integrate ICT into teaching-learning process. This course provides opportunity to student-teachers to learn & prepare Multimedia Presentations which is an essential requirement of their professional life. The students make assignments on preparing Blueprint & constructing achievement tests.

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

The institute lays emphasis on developing different skills among the students. The transaction of various courses at the institute has a strong focus on developing skills and competencies among the students through hands on experiences.

For developing Emotional Intelligence, the Course on Understanding the '**self**' focuses on aspects of development of the inner self, revisiting one's childhood experiences – influences, limitations 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 problems and develop their critical thinking; the opportunity of reviewing an educational website and reflection on OER is also done by students to develop their critical thinking.

The institute also arranged classes for developing communication skills of the students in English through "**Communicative English**" classes by our language pedagogue teacher keeping the need and scope of English language in jobs and self-development of the individual.

Number of opportunities have been given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers. In addition to that one of our teachers was invited to collaborate with other institutes of national importance like TLC (Teaching Learning Centre) IIT, Kharagpur ,West Bengal for developing communication skills of pre and in-service teachers.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

Response:

The SSM aims at preparing efficient teachers who not only possess teaching skills and competencies also aware of the school system in which they have to work. In this streamline the students are prepared to fine tune their strategies to combat the school system in India through briefing them about the various Commissions, Policies and Acts. They were made aware about the popular Boards in India like CBSE, ICSE, West Bengal Board of Secondary Education, West Bengal Board Higher Secondary Education etc. Students were also acquainted with the knowledge of different State Boards of India. After briefing the students about the important aspects of diversity in school education in India, they are assigned different group activities so that they can develop team work and search upon these aspects in more detail.

In this regard a departmental meeting is organized for planning activities and assigning activities to the students. For this purpose, students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Project, Seminar, Group Discussion and a Multimedia Presentation through which the task was accomplished successfully.

The assignments assigned were:

- 1. Project on Development of the School System in India after Independence.**
- 2. Seminar on Diversities in Various Boards of School Education in India with respect to Functioning, Norms Standards, Assessment System.**
- 3. Group Discussion on State-wise Variations in School System in India.**

The following topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the student's, guided guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System in India.

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

1.3.3

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

Response:

Response:

1.3.3

The curriculum at Sevayatan Sikshan Mahavidyalaya is meticulously designed to help students grasp the interconnectedness of various learning engagements. It ensures a seamless transition from lower to higher classes, culminating in the fourth semester, where students are fully prepared for their professional careers.

From the first semester, practical courses are introduced to the students, starting with Orientation and demonstrations of Micro Teaching skills. This initial phase focuses on lesson planning and the teach-re-teach method for various teaching skills, including Introduction, Questioning, Explanation, Illustration with Examples, Stimulus Variation, and Reinforcement. These activities aim to enhance student-teachers' abilities to integrate and practice different teaching skills comprehensively.

In the second semester, student-teachers advance to a higher level of engagement, involving fieldwork where they plan and conduct 30-minute lessons in schools under the guidance of teacher educators. The skills developed through micro-teaching practices are put to use here. Emphasis is placed on using appropriate teaching aids, models, games, questions, illustrations, and fostering active student participation. This practice teaching is followed by an internship where students delve into various school activities such as studying timetables, academic planning, school administration, co-curricular activities, morning assemblies, and observing school facilities like science labs, libraries, playgrounds, sports facilities, and more.

In the third semester, the learning experience is further elevated. Students undertake a twelve-week internship in schools, engaging in activities such as taking attendance, preparing reports, improving attendance efforts, assessing homework and assignments, and planning and implementing 60 learning designs.

The 3rd semester features an eight-week school internship where the scope of learning is significantly broadened. Using a constructivist approach, students identify learning difficulties and develop remedial materials. They prepare test items, learn about various school registers, conduct assemblies, write for bulletin boards, organize co-curricular and health-related activities, and interview headmasters to gain insights into school functioning and innovative practices.

At the end of the third semester, student-teachers compile a Portfolio file. This exercise aims to help students systematically organize their ideas, thoughts, and evidence, express their perspectives on various educational aspects, and reflect on their experiences during the B.Ed. and M.A. in Education programs. This reflection process provides valuable insights into the student-teacher's journey of discovery and teaching improvement.

Overall, these systematically conducted activities are designed to prepare students for their professional careers, equipping them with the skills and knowledge necessary for success in the field of education.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stakeholders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 95.68

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2

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

Response: 78.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	64	64	47	60

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 1.58

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	04	00	03

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

Response:

Sevayatan Sikshan Mahavidyalaya ensures a comprehensive assessment process at the entry level to discern the diverse learning needs of its students and gauge their readiness for professional education. Prior to the program's commencement, the college conducts an orientation program for both M.A. in Education and B.Ed. students, acquainting them with the curriculum, assessment methods, available facilities and also mission and vision of the college.

Faculty members and resource person gauge students' familiarity with the course content and their comfort with the instructional medium through informal interactions. To assess the student diversity an aptitude test was conducted at the very beginning of the course.

The institution prioritizes creating an inclusive learning environment, where both teaching and non-teaching staff are attuned to student diversity. Academic needs are assessed, and appropriate support, whether technological or instructional, is provided to facilitate effective learning.

Regarding academic support, Sevayatan Sikshan Mahavidyalaya offers a range of resources and interventions tailored to different types of learners. These include guest lectures, workshops, seminars, group discussions, open educational resources (OER), remedial classes, supervised study sessions, and prepare student for internship programme.

For students with slower learning paces, specialized remedial classes are conducted, and bilingual instruction is provided to accommodate those from Bengali medium backgrounds. Moderate learners benefit from a well-structured timetable and peer tutoring, along with guest lectures. Advanced learners are encouraged to explore beyond the syllabus to access additional resources, and participate in various events and seminars, often in collaboration with external organizations such as IIT Kharagpur.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**

5. Collaborative tasks**6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 21.27

2.2.4.1 Number of mentors in the Institution

Response: 15

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

Response:

At Sevayatan Sikshan Mahavidyalaya, a comprehensive approach to fostering maximum learning is meticulously crafted, entailing the adept utilization of interactive and participatory methodologies by teacher educators. The institution fervently adopts a diverse array of teaching modes, including experiential learning, participative engagement, problem-solving methodologies, brainstorming sessions, focused group discussions, and online platforms, all interwoven into a cohesive policy framework.

Experiential Learning:

Structured demo and practice sessions for honing micro-teaching skills and integrated teaching methodologies are meticulously conducted within simulated environments. Moreover, students are provided with invaluable opportunities to immerse themselves in authentic classroom settings, undertaking practice teaching and internships under the vigilant guidance of their educators. Additionally, field visits to esteemed institutions such as DIET, Technical Institution, the National Museum, local Art and craft center and practical engagement in activities like spreading digital literacy and forming eco clubs further enrich students' experiential learning journey.

Participative Learning:

Embracing a student-centric approach, Sevayatan Sikshan Mahavidyalaya orchestrates an array of guest lectures, workshops, and class seminars, Ananda Bazar (sell different type of product prepare by the student) empowering students to actively participate in their own educational journey. Encouragement is also extended for students to take the lead in organizing exhibitions, intra and inter-college competitions both sports and culture, thereby nurturing a culture of collaborative learning among aspiring educators.

Problem-solving Methodologies:

Nurturing problem-solving acumen is pivotal at Sevayatan Sikshan Mahavidyalaya, where students are

provided ample opportunities and guidance to delve into research endeavors and case studies as integral components of their academic curriculum. By engaging in these activities, students refine their analytical prowess, fostering a proactive approach towards addressing multifaceted challenges within educational contexts.

Brainstorming:

Inspirational individual and group activities such as essay writing, poetry composition, and theatrical productions stimulate students' creative faculties, fostering an environment where originality flourishes. This ethos is seamlessly integrated into pedagogical practices, empowering aspiring educators to leverage brainstorming techniques within their own teaching methodologies.

Focused Group Discussion:

At Sevayatan Sikshan Mahavidyalaya, the classroom dynamic is characterized by dynamic lecture-discussion sessions, where students actively contribute to knowledge exchange and critical discourse. Under the adept guidance of educators, students are encouraged to participate actively, fostering an atmosphere conducive to vibrant intellectual exchange and collaborative learning.

Online Mode:

Recognizing the significance of digital platforms in contemporary education, Sevayatan Sikshan Mahavidyalaya harnesses various online tools and platforms to augment student learning experiences. From conducting interactive online classes via Zoom and Google Meet to facilitating collaborative endeavors through WhatsApp groups and blog writing, the institution embraces technology as an enabler of enhanced learning outcomes. Moreover, students are equipped with essential digital literacy skills and are adeptly guided in utilizing online assessment tools for continuous evaluation and feedback.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

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

Response: 50

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management

Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
12	01	13	04	14

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 50.16

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

Response: 160

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

2.3.4

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

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**

5. Biomechanical and Kinesiological activities**6. Field sports****Response:** B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5**Continual mentoring is provided by teachers for developing professional attributes in students****Response:****Response:**

At Sevayatan Sikshan Mahavidyalaya, continual mentoring is fundamental to our educational approach, supporting the professional growth of our students through the Mentor Mentee committee. Our mentors focus on:

Cultivating Collaborative Skills: Mentors enhance students' teamwork abilities, including listening, speaking, positivity, recognizing strengths, expressing gratitude, embracing diversity, and sharing responsibilities. These skills are crucial for effective teamwork in their future careers.

Addressing Student Diversity: Mentors prepare future educators to handle diverse classroom settings by providing strategies such as categorizing students by learning pace, offering remedial classes, supporting moderate learners, supplying materials for advanced learners, and promoting collaborative tasks.

Conduct of Self with Colleagues and Authorities

Fostering positive relationships with colleagues and authorities is crucial at Sevayatan Sikshan Mahavidyalaya. Key guidelines include:

Respect and Professionalism: Always treat colleagues and authorities with respect, professionalism, and courtesy.

Effective Communication: Practice clear, open, and honest communication. Listen actively and express

thoughts respectfully.

Collaboration and Teamwork: Participate in group discussions and projects, sharing knowledge and supporting each other's growth.

Conflict Resolution: Address conflicts constructively and respectfully, seeking mutually beneficial solutions.

Adherence to Policies and Procedures: Follow established policies and procedures, seeking clarification when needed.

Professional Development: Continuously enhance professional skills and knowledge, contributing to the institution's growth.

Ethical Conduct: Uphold ethical standards and integrity, avoiding behavior that compromises the institution's values.

Balancing Home and Work Stress

Transitioning from the B.Ed. program to a teaching career can be challenging. At Sevayatan Sikshan Mahavidyalaya, we support our graduates in managing this balance through the following strategies:

Time Management: Prioritize tasks at home and work by setting realistic daily goals and managing time efficiently.

Goal Setting: Set manageable, achievable objectives to reduce stress and maintain focus on priorities.

Realistic Expectations: Develop realistic expectations, understand limitations, and delegate tasks to prevent burnout.

Wellness Practices: Promote practices like meditation and yoga for stress management and maintaining a healthy work-life balance.

Efficiency: Adopt efficient strategies to streamline workflows, prioritize tasks, and minimize distractions for maximum productivity.

Keeping Abreast with Recent Developments in Education and Life

For educators at Sevayatan Sikshan Mahavidyalaya, staying informed about recent developments is crucial. Key strategies include:

Continuous Learning: Emphasize lifelong learning through workshops, seminars, and conferences on education and teaching methodologies.

Reading and Research: Regularly read educational journals, books, and online resources to stay updated on trends, research, and best practices.

Networking: Participate in professional networks to connect with peers, share ideas, and exchange knowledge.

Technology Integration: Explore and integrate new educational technologies and digital tools to enhance student engagement and learning outcomes.

Reflective Practice: Regularly reflect on teaching methods and outcomes, seeking feedback to identify areas for improvement.

Community Engagement: Stay connected with the local community and aware of social, cultural, and economic developments impacting students.

Adaptability and Flexibility: Be adaptable to changing educational policies and student needs, embracing innovation in teaching practices.

By adhering to these strategies, educators can remain informed, inspired, and equipped to meet the evolving needs of their students and the educational landscape.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

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

Response: B. Any 4 of the above

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

2.3.7

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

Response:

Response:

Sevayatan Sikshan Mahavidyalaya prioritizes the holistic development of its students, focusing on fostering creativity, innovation, intellectual prowess, critical thinking, empathy, and life skills. The institution has tailored its teaching methodologies for both B.Ed. and M.A. in Education to ensure a well-rounded educational experience for its learners, encouraging them to think divergently and engage actively in their learning journey.

CREATIVITY

At Sevayatan Sikshan Mahavidyalaya, students are provided ample opportunities to unleash their creativity. Through collaborative efforts with their teachers, students' art and craft teaching and learning materials, including charts, models, presentations, and posters, to augment their teaching skills. Moreover, pedagogy courses emphasize the development of innovative lesson plans, empowering students to explore various teaching models and implement creative teaching strategies effectively.

INNOVATIVENESS

Innovation thrives at Sevayatan Sikshan Mahavidyalaya, where students of both B.Ed. and M.A. in Education are encouraged to celebrate significant events and days by innovating and raising awareness through social media platforms. Additionally, students delve into research projects under the guidance of their teachers both B.Ed. and M.A. in Education addressing educational challenges and devising innovative solutions to issues such as handwriting problems, listening problems, Writing problems, attendance, examination related problems, and disciplinary issues.

INTELLECTUAL AND THINKING SKILLS

The Sevayatan Sikshan Mahavidyalaya places a strong emphasis on nurturing intellectual and critical thinking skills among its students. Practical courses, such as Drama & Art in Education, Music and Yoga which provide students with opportunities to engage in intellectual discourse, scriptwriting for cultural program and performance, while activities like designing concept maps further enhance students' analytical abilities.

EMPATHY

Sevayatan Sikshan Mahavidyalaya instils empathy in its students through practical courses like "Self Understanding and Development" where students explore personal growth, adolescent issues, and case studies to develop a deeper understanding of others' perspectives. Furthermore, curricular activities facilitate visits to organizations focused on women's empowerment, fostering a sense of empathy and social responsibility.

LIFE SKILLS

Equipping students with essential life skills is a cornerstone of education at Sevayatan Sikshan Mahavidyalaya. Workshops on stress management and self-defence empower students with the tools to navigate real-world challenges confidently, ensuring their holistic development beyond academic realms. Through mentorship and practical training, students learn to protect themselves and manage stress effectively in both personal and professional spheres.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.4.2

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Link for additional information	View Document

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**

4. Involvement in preparatory arrangements**5. Executing/conducting the event****Response:** A. All of the above

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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8**Internship programme is systematically planned with necessary preparedness..****Response:****Response:****Selection/Identification of Internship Schools:**

At Sevayatan Sikshan Mahavidyalaya, the process of selecting internship schools is meticulous and participative. Schools are chosen based on considerations such as subject relevance, student accessibility,

and the medium of instruction. Moreover, student preferences are taken into account to ensure a conducive learning environment. The institution prioritizes renowned schools in Jhargram block (Sarada Vidyapith, Kumud Kumari Institution, Rani Binod Monjuri, Nanibala Girls High School, Nonibala Boys High School, Boita Sri Gopal High school, Sevayatan Boys High School, Sevayatan Girls High School, Ashoke Vidyapith, Netaji Adarsha Vidyapith, Eklabya High School, Dohijuri Mahatma Gandhi High School, Bandhgora Anchal Vidyapith etc.) known for enhancing the capabilities and skills of pupil teachers.

Orientation for School Principals/Teachers:

Sevayatan Sikshan Mahavidyalaya facilitates one-to-one conversations between its Principal, Faculty members, and the school Principal and teachers. These interactions, conducted orally or via email or phone to ensure clear communication regarding the activities to be undertaken by the interns. Detailed lists of internship activities are shared with the school principal through both email and hand to hand delivery for better coordination.

Orientation for Interning Students:

To prepare students for their internship, various orientation methods are employed. Micro teaching skills are practice through simulated mode in presence of faculty members and peer learners. Principal and other senior faculty members briefly instructed to the students on school requirements, behavioural expectations, and dress codes essential for maintaining professionalism within the school environment. Moreover, they receive guidance on executing curricular and co-curricular activities, along with necessary resources like teaching aids.

Defining the Role of Institution Teachers:

Roles of institution teachers in the internship process are clearly defined at Sevayatan Sikshan Mahavidyalaya. All mentor teachers are highly responsible for smooth conduct of internship programme. Principal of Sevayatan Sikshan Maha Vidyalaya prepare a routine for supervision of the internship programe. Pupil teachers receive orientation from both school coordinators and mentor teachers on their first day at the internship programe. Regular visits by teachers ensure close monitoring and support, facilitating a smooth flow of the internship experience for students.

Streamlining Assessment of Student Performance:

Assessment of student interns is conducted systematically throughout their internship period. Teachers make regular visits to schools to observe and evaluate lesson plans, ensuring adherence to quality standards. Peer observation is also incorporated, allowing interns to provide constructive feedback to their co-teachers. Furthermore, interns maintain records of their activities in designated files, which are thoroughly reviewed by college faculty, providing valuable insights and guidance.

Exposure to Diverse School Set-ups:

Sevayatan Sikshan Mahavidyalaya is committed to providing students with exposure to diverse learning environments. Efforts are made to ensure internships take place in varied school settings, offering students a rich and dynamic learning experience. Interns are exposed to both government and private schools, enriching their understanding of different educational contexts and enhancing their professional

adaptability.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

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

Response: 11.43

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

Response: 14

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10

Nature of internee engagement during internship consists of

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

10.Preparation of progress reports**Response:** B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11**Institution adopts effective monitoring mechanisms during internship programme.****Response:****Response:**

Sevayatan Sikshan Mahavidyalaya prides itself on implementing highly effective monitoring mechanisms within its internship programs, ensuring comprehensive development and preparedness among teacher-trainees. Following the guidelines set forth by the affiliating body, Baba Saheb Ambedkar Education University, Kolkata. Our institution meticulously orchestrates internship schedules to provide holistic training experiences. Under the adept guidance of faculty members, trainees undergo thorough preparation across all facets of teaching.

Demonstrations of micro-teaching skills by designated faculty members precede ample opportunities for trainees to engage in simulated practice sessions, thereby fostering mastery before real-world application in esteemed schools.

Well in advance of the internship commencement, Sevayatan Sikshan Mahavidyalaya meticulously coordinates with predetermined schools, facilitating early familiarization for trainees with logistical details and organizational structures. Orientation sessions, including school contacts, GPS locations, and nearby transportation hubs, further ensure seamless integration into the internship environment. School Headmaster are also engaged to provide additional orientation on the interns' first day, promoting a smooth transition.

Our institution employs a rigorous and methodical approach to monitor and assess student performance during internships. Each teacher educator assumes responsibility for monitoring and evaluating student progress at assigned schools on a rotational basis, maintaining meticulous records of observations and feedback.

The role of the teacher educator encompasses:

1. Ensuring the regularity and punctuality of teacher-trainees.
2. Providing optimal learning opportunities during the internship.
3. Addressing student challenges and offering viable solutions.
4. Assessing students' observation skills and participation in school activities.
5. Providing constructive feedback for performance improvement.

In parallel, the role of the school principal is instrumental in:

1. Allocating classes to interns efficiently.
2. Orienting interns to school systems and teaching roles.
3. Offering ongoing guidance and support for interns.
4. Reporting observations to teacher educators for continuous improvement.

Additionally, school teachers play a crucial role by:

1. Creating a welcoming environment for interns.
2. Offering guidance in classroom conduct.
3. Providing regular feedback on lesson planning and execution.
4. Collaborating with teacher educators to enhance interns' learning experiences.

Peer involvement is also emphasized, with peers encouraged to:

1. Actively observe and monitor each other's performance.
2. Engage in discussions for mutual improvement.
3. Reflect on observations to enhance personal growth.

Through these collaborative efforts, Sevayatan Sikshan Mahavidyalaya ensures that its internship programs not only meet academic standards but also foster holistic development and readiness among future educators.

File Description	Document
Documentary evidence in support of the response	View Document
Link for additional information	View Document

2.4.12

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

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

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

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

Response: 73.33

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

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

Response: 34.09

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

Response: 06

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3

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

Response: 9.48

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

Response: 161.1

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Response:

At Sevayatan Sikshan Mahavidyalaya, faculty members are deeply committed to maintaining their professional relevance by actively engaging in ongoing discussions and staying abreast of the latest developments in the field of education. These discussions serve as vital forums where all faculty members participate fervently, delving into various topics handpicked from the realm of contemporary educational advancements and pertinent issues.

The primary objectives of these in-house discussions are multifaceted:

Awareness of Educational Changes: By exchanging insights and perspectives on recent shifts in the education landscape, faculty members equip themselves with the requisite knowledge to adapt effectively to evolving educational paradigms.

Policy and Regulation Awareness: A key focus of these discussions revolves around dissecting government-issued policies and regulations, ensuring that educators are well-informed about their implications and applications within the educational sphere.

Student-Centric Adaptation: Through these dialogues, educators strategize to fortify student foundations in alignment with the dynamic changes within the education system, fostering resilience and preparedness among learners.

Solution-Oriented Discourse: These discussions serve as incubators for brainstorming solutions to prevalent educational challenges, empowering educators with actionable insights to navigate complexities within the educational landscape.

Sevayatan Sikshan Mahavidyalaya's faculty members engage in a diverse array of topics, ranging from the Right to Education Act and Technological Integration in Education to Gender Equality in Educational Settings and the Draft of National Education Policy (NPE). By critically analyzing and discussing these policies, educators not only enhance their understanding but also cultivate a sense of confidence and efficacy in addressing contemporary educational issues.

Furthermore, the collaborative spirit extends beyond the institution's confines, as faculty members actively share information and insights with colleagues from other institutions during exchange programs. These exchanges, facilitated by MoUs more than twenty institutions serve as conduits for enriching discussions on educational reforms and regulations, fostering a culture of continuous learning and collaboration among educational stakeholders.

Sevayatan Sikshan Mahavidyalaya's commitment to fostering a dynamic and informed educational environment is exemplified through its vibrant discourse on policy, regulation, and educational transformation, ensuring that educators remain at the forefront of pedagogical innovation and responsive to the evolving needs of the educational landscape.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Response:

At Sevayatan Sikshan Mahavidyalaya, a robust system is in place to ensure continuous and comprehensive evaluation of students throughout their academic journey. The institution is dedicated to maintaining high standards of internal assessment through various measures:

Regular Attendance Monitoring: Students' attendance is regularly monitored, and those with shortfalls are promptly notified, emphasizing the importance of consistent attendance.

Formative Assessment Approaches: Teachers employ diverse methods such as assigning marks or grades based on assignments, projects, student seminar, co-curricular activities, and regularity in class attendance. These formative assessments are integral to tracking students' progress.

Comprehensive Student Records: Faculty meticulously maintain records of students' academic and co-curricular performance, facilitating a holistic evaluation approach.

Holistic Performance Assessment: Students are evaluated not only on their academic achievements but also on their participation in co-curricular activities, ensuring a well-rounded assessment.

Cumulative Activity Participation Records: Sevayatan Sikshan Mahavidyalaya maintains cumulative records of students' participation in various activities, providing insights into their overall engagement and development.

Faculty Support for Assignments: Faculty members are deeply involved in guiding students through assignment preparation, offering personalized assistance, corrections, and ongoing modifications to enhance learning outcomes.

To ensure the rigor of internal assessment, Sevayatan Sikshan Mahavidyalaya implements the following measures:

Internal Examinations: Regular internal examinations are conducted at the end of each semester, with strict adherence to schedules. Prompt declaration of results and bilingual feedback provision ensure transparency and student engagement.

Class Tests: Faculty evaluate student presentations and conduct written or oral tests after the completion of each unit, providing continuous feedback and assessing skill development.

Assignments, Presentations, and Activities: Teachers have the autonomy to design evaluation methods, encouraging student participation in interactive sessions, group discussions, presentations, projects, and assignments. These activities promote practical application of theoretical concepts and skill enhancement.

At Sevayatan Sikshan Mahavidyalaya, students are actively encouraged to bridge the gap between theory and practice by applying classroom knowledge to real-life scenarios. This emphasis on practical application is facilitated through projects, assignments, and various activities embedded within the curriculum. Practical sessions, categorized under EPC-1, EPC-2, EPC-3, and EPC-4, provide ample opportunities for skill enhancement and hands-on learning experiences.

Moreover, the institution prioritizes the refinement of teaching skills through practice teaching sessions strategically integrated into Semester II and III. This practical teaching experience not only benefits the students but also contributes to the overall improvement of the learning environment.

Recognizing the importance of continuous improvement, students are afforded opportunities to enhance their performance through regular tests and personalized discussions during classes. Sevayatan Sikshan Mahavidyalaya adopts a student-centric approach, catering to individual learning needs. Personalized attention is provided, particularly to those encountering difficulties, with remedial classes offered across various subjects. These classes serve as an additional support system, supplemented by remedial tests designed to identify and address the unique learning styles of each student. Through these tailored interventions, the institution ensures an inclusive learning environment where every student can thrive and reach their full potential.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Response:

At Sevayatan Sikshan Mahavidyalaya, a dedicated the Grievance Redressal Cell is entrusted with the responsibility of addressing all grievances pertaining to both internal and external examinations. With a

commitment to prompt resolution, the cell endeavors to address grievances within the stipulated timeframe.

The Grievance Redressal Cell, operating with the Examination Cell, serves as the focal point for addressing concerns related to assessment processes. Students can channel their grievances through their mentors or faculty members, initiating an initial review process conducted by class mentors before escalation to the Redressal Cell. Thorough consideration is given to each grievance, with documentation maintained throughout the process.

Internal Grievance Redressal:

Internal grievances typically involve dissatisfaction with assessment outcomes in internal exams or assignment evaluations. In such cases, the concerned faculty member takes proactive measures to address the grievance, providing relevant records such as attendance and performance documentation to substantiate their actions.

External Grievance Redressal:

At Sevayatan Sikshan Mahavidyalaya, external grievances are addressed in collaboration with the university-level examination committee. The head of the committee oversees coordination to ensure smooth conduct of examinations, evaluation procedures, and result declaration. Any discrepancies or mismanagement observed during examinations are promptly reported to the university for necessary action.

Types of Pre-Examination Grievances:

Discrepancies in admit card details such as incorrect subject listing or name misspellings.

Missing candidate's photo on the admits card.

Non-provision of form-filling receipts.

Types of Post-Examination Grievances:

Delayed or non-declaration of results.

Inclusion errors in result lists.

Incorrect marking of absentees in specific or all papers.

In case of dissatisfaction with examination outcomes, students have the option to apply for revaluation or appear for back papers, ensuring fairness and transparency in the evaluation process. Through effective grievance redressal mechanisms, Sevayatan Sikshan Mahavidyalaya upholds integrity and accountability in its examination procedures, fostering a conducive learning environment for all stakeholders.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

Response:

At Sevayatan Sikshan Mahavidyalaya, meticulous planning precedes the start of each academic year, facilitated by the preparation and dissemination of an Academic Calendar. This calendar serves as a comprehensive guide, outlining the teaching-learning schedule, important events, holidays, and examination dates. It is prominently displayed in the principal's office to ensure accessibility for both faculty and students.

Central to the institution's academic framework is the strategy of continuous internal evaluation, which encompasses various activities such as seminars, project work, unit tests, and semester examinations. Regular monitoring of students' academic progress is conducted, with the principal overseeing the review of internal assessment processes.

To facilitate the implementation of the internal assessment process, a dedicated Examination Committee is established at the college level. This committee oversees the entire internal assessment process and liaises with the University to provide necessary information about students appearing for examinations. Seating arrangements, invigilator lists, and other logistical arrangements are meticulously prepared by the college upon receiving the enrolled list of students from the University.

Each department is responsible for ensuring compliance with the Academic Calendar as part of their annual submissions. Internal audits are conducted to verify compliance, with documentary evidence serving as validation.

The process unfolds as follows:

Teachers are assigned subjects for the academic year, during which they meticulously plan the teaching and evaluation schedule in consultation with the Head of the Department. The Head of the Department consolidates the academic plans submitted by teachers, ensuring coherence and alignment with both internal and University-level activities. The finalized Academic Calendar is then forwarded to the Institutional Quality Assurance Cell (IQAC).

The IQAC synthesizes inputs received from teachers to formulate a comprehensive academic plan that

integrates teaching, evaluation, and other institutional activities seamlessly. This collaborative effort ensures effective coordination and execution of academic initiatives at Sevayatan Sikshan Mahavidyalaya, fostering a conducive learning environment for all stakeholders.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Programme Learning outcomes and Course Learning Outcomes: Program learning outcomes of both B.Ed. & M.A. in Education:

Sevayatan Sikshan Mahavidyalaya's B.Ed. and M.A. in Education program aims to cultivate a diverse range of competencies and knowledge in pupil teachers over the course of two years. The general outcomes encompass various facets crucial for effective teaching and professional development:

1. Pedagogical Skills: Pupil teachers develop the ability to design, integrate, and implement effective teaching practices into their instructions.
2. Teaching Competency: Emphasis is placed on measuring an individual's ability to perform tasks and succeed in educational roles.
3. Effective Communication: Through seminar presentations and linguistic activities, students enhance their communication skills for improved classroom interaction.
4. Professional Ethics: Understanding the importance of trust and ethical behavior enriches interactions with both students and nature.
5. Scientific Temperament: Developing a scientific mindset enables informed decision-making and positive societal contributions.
6. Psychological Attitude towards Students: Students learn to balance their psychological attitudes and emotions towards their students, fostering a positive learning environment.

7. Management & Teamwork Abilities: Collaborative learning principles equip students to work effectively in teams and diverse settings.
8. Problem Solving: The program instills problem-solving skills applicable to various day-to-day challenges.
9. Critical Thinking: Analyzing textbooks, constructing assessments, and selecting appropriate teaching strategies enhance critical thinking abilities.
10. Action Research: Students learn to analyze specific classroom problems systematically, leading to informed solutions.
11. Positive Approach: Emphasis is placed on directing student approaches in a positive and focused manner.
12. Teaching Through Non-Conventional Methods: Exploring alternative teaching methods broadens instructional approaches beyond traditional campus-based education.
13. Soft Skills Development: Communication, leadership, and critical thinking abilities are honed throughout the program.
14. Time Management: Students acquire skills to manage their time effectively, optimizing productivity.
15. Empathy: Building relationships and resolving conflicts through empathetic communication are emphasized.
16. Decision Making Ability: Rational decision-making skills are developed to navigate various situations effectively.
17. Interpersonal Communication: Enhanced interpersonal communication skills enable effective exchange of ideas and information among peers and stakeholders.

Specific outcomes tailored to Sevayatan Sikshan Mahavidyalaya's context include understanding growth and development principles, curriculum transaction techniques, learner dynamics, constitutional provisions impacting education, national values, education policies, community participation, quality management, reading skill development, learning paradigms, teacher roles, pedagogical analysis, environmental sustainability, evaluation tools, inclusive education principles, and the utility of peace for communal harmony. Through these outcomes, the B.Ed. program at Sevayatan Sikshan Mahavidyalaya equips pupil teachers with a holistic skill set and knowledge base to excel in diverse educational contexts.

At Sevayatan Sikshan Mahavidyalaya, a comprehensive framework is established to ensure that newly recruited staff members are thoroughly briefed on both the Program Learning Outcomes (PLOs) and the Course Learning Outcomes (CLOs). These outcomes are readily accessible on the institution's website, providing transparent guidance to all stakeholders. During student orientation sessions, particular emphasis is placed on discussing the PLOs and CLOs of each course, ensuring that students are fully aware of the educational objectives and expectations from the outset of their program.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

2.7.2**Average pass percentage of students during the last five years****Response:** 98.32**2.7.2.1 Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
160	159	144	151	149

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Link for additional information	View Document

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

At Sevayatan Sikshan Mahavidyalaya, a diligent approach is adopted to ensure that students' progress aligns closely with the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) of both the B.Ed. and M.A. in Education programs.

1. The institution meticulously collects and evaluates data on program and course learning outcomes, employing a variety of assessment tools such as seminars, tests, group discussions, and assignments. These assessments are instrumental in identifying and addressing any barriers to learning that students may encounter.
2. Continuous assessment is integrated into the teaching methodology, employing methods such as class tests, seminars, and assignments to continually evaluate student performance and ensure ongoing improvement.
3. Moreover, feedback mechanisms are established to gather input from students regarding the effectiveness of teaching and learning processes. The Student Welfare Cell plays a pivotal role in addressing students' academic and psychological concerns, thereby facilitating their achievement of program outcomes.
4. Awareness of learning outcomes is fostered among both students and staff through various channels. Teachers strategically design learning activities to encourage students to reflect on their learning outcomes, while the institution recognizes and celebrates the achievements of meritorious students during events like the Annual Day. Additionally, the intended learning outcomes of co-curricular and extracurricular activities are communicated to students, emphasizing the holistic development of their personalities.
5. Assessment of student learning encompasses both direct and indirect measures, including assignments, exams, course evaluations, and alumni surveys. While summative assessments provide insight into students' performance at the end of units or courses, formative assessments offer ongoing feedback to aid in their improvement.

Overall, Sevayatan Sikshan Mahavidyalaya demonstrates a commitment to monitoring and enhancing students' progress in line with program and course learning outcomes, ensuring their development of the necessary professional and personal attributes.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 160

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Link for additional information	View Document

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Response:

Sevayatan Sikshan Mahavidyalaya places a strong emphasis on understanding the unique needs of learners upon entry into the program. This proactive approach ensures that students receive tailored support and instruction to meet their individual requirements.

To effectively address these needs, a variety of assessment methods are employed, including oral presentations, assignments, examinations, project work, and participation in co-curricular activities. These assessments serve as valuable tools to gauge student progress and performance, both within the academic curriculum and in extracurricular pursuits.

For instance, through oral presentations, students demonstrate their communication skills and confidence levels, providing insights into their ability to articulate ideas effectively. Assignments allow students to delve deeper into subject matter, showcasing their analytical and critical thinking abilities. Examinations serve as comprehensive evaluations of students' understanding of course material, while project work encourages creativity, problem-solving, and teamwork.

Participation in co-curricular activities further enriches students' learning experiences and provides opportunities for holistic development. By engaging in activities such as debates, sports, cultural events, and community service initiatives, students showcase their talents, leadership potential, and social skills.

Through ongoing assessment and feedback mechanisms, Sevayatan Sikshan Mahavidyalaya monitors the extent to which students' performance reflects their initially identified learning needs. By aligning instructional strategies and support services with these needs, the institution ensures that students receive the necessary guidance and resources to thrive academically and personally.

Examples

Jhilik Ghosh from batch 2020-2022 was a slow learner at entry level. She got 70% in her graduation. She did not perform well in diagnostic test and learning readiness test conducted at entry level as well. To cater the needs of Jhilik Ghosh she was provided with remedial classes, notes providing etc. She got very good marks in B.Ed. course.

Kabita Hansda 66.67 from the batch 2020-2022 was a slow learner at the entry level. She was provided with extra study material and extra care. She turned into moderate learner at the end.

Sudip Dutta (63.33%) from the batch 2020-2022 was a slow learner at the entry level. Special remedial class was arranged for the benefit of the student. He turned into moderate learner at the end.

Mousumi Bhuniya (60%) from the batch 2020-2022 was a slow learner at the entry level. She was provided with extra study material and extra care. She turned into moderate learner at the end.

Shampa Shyamal (33%) from the batch 2021-2023 was a slow learner at the entry level. She was provided with extra study material and extra care. She turned into moderate learner at the end.

Arup Mallik (33%) from the batch 2021-2023 was a slow learner at the entry level. Special remedial class was arranged for the benefit of the student. He turned into moderate learner at the end.

Rohin Gope (33%) from the batch 2021-2023 was a slow learner at the entry level. Special remedial class was arranged for the benefit of the student. He turned into moderate learner at the end.

File Description	Document
Documentary evidence in respect to claim	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey**2.8.1****Online student satisfaction survey regarding teaching learning process**

Response: 3.89

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	00	00

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.1	00	00	00	00

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

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

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 0.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	01	00

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Link for additional information	View Document

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 2.05

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	05	04	04

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 4.4

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
01	06	02	11	02

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

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 88.65**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
285	282	241	281	286

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs**

awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 88.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
285	282	241	281	286

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any other relevant link	View Document

3.3.4

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

Response:

Response:

Sevayatan Sikshan Mahavidyalaya organizes outreach activities in the community with active participation of students in various fields like; education, health awareness programme, current social issues, women empowerment, environment protection etc.

Awareness Programmes and rallies:

Students conducted awareness programmes for cleaning local areas and environment conservation, Campaigning for encouragement of Banking Services etc. A Programme “Cleaning of Jhargram Municipality-A Rally for Swachh Bharat Abhiyan” was conducted by the students to create awareness about the environment as a part of Swachh Bharat Abhiyan. The college organizes rallies especially nearby municipal slum areas to make the public aware on the issues of social importance. Besides, “Campaigning for Encouragement of Banking Services for Common People” was also organised by SSM with the assistance of Bangiya Gramin Bikash Bank to encourage common people for banking transaction. This is a part of Jondhan Jojana declared by Govt. of India. Legal Awareness Camp for People was organised with the help of Jhargram District Loco Adalat participated in that program on creating awareness and discouraging the practice of child marriage.

Discussion in Media Programmes:

Media programmes are the major sources to reach the maximum number of people in the society. Students actively participated in society related discussion programmes held through television channels like Al Jazeera, RS TV, Sananda TV, Republic TV, Fave Knowledge Society etc. Inside India's water crisis: Struggling with drought and dry taps, India: Fake News and Agitprop-People and Power, Rules for social media, Global temperature: UN's code. Students participated in those programmes which enshrined the ways for integrated and united society.

Contribution in 'Literacy/Education:

Some programmes were conducted for innovative knowledge, issues of contemporary education system, and for the common people of the society especially, underprivileged population. The programmes like; Lens on India's education system-India Development Debate & Education Reforms, Reforms in Education: Inequality in India, Pedagogical Innovation Programme by Sevayatan Sikshan Mahavidyalaya & IIT Kharagpur for schools. Students were given a project to educate children in the surrounding areas. The concept behind this was to reach the maximum number of children with the help of our students and educate them through innovative teaching learning methods.

Survey on social issues:

In order to bring about broader societal change, it is critical to consider public opinion on social issues. The programmes like Inside the water problem in India: Having trouble with the drought and dry taps, Multifaceted Poverty, Women's Impact on India's Development: The India Economic Summit, The Weakness of the Indian Currency and Indian vs. Chinese Currency has been discussed and in different programmes. Students joined in those programmes studied the social problems to find out its appropriate solutions.

Issuance of Students' Credit Card:

The "Student Credit Card Scheme", as a programme for providing assistance to the students was organised by SSM. The West Bengal State Co-operative, Central Co-operative Bank of Balageria Limited, Birbhum District Central Co-operative Bank Ltd., Bankura District Central Co-operative Bank Ltd., etc. will issue the students credit cards.

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

3.3.5

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	00	00

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages**3.4.1**

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

Response: 2.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	03	03	03	02

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.2

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

Response: 26

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

Response: 26

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Sevayatan Sikshan Mahavidyalaya was established in 1959 and has sophisticated and adequate infrastructure and physical facilities for teaching learning purpose. It has (a total of) approximately 5012.9394 sq. meter built-up area of academic block . The Infrastructure is as per the NCTE requirements of B.Ed. The College has **16** Well-ventilated and spacious classrooms with green boards, Comfortable furniture, and a Wi-Fi facility with 300 Mbps speed. The college has one Multipurpose Hall and a spacious AC Seminar Hall with adequate seating capacity; as per the NCTE framework existing facilities were upgraded based on the redesigned curriculum. The computer lab is well-equipped with 17 computers, one printer, Net with Wi-Fi connection (300 Mbps) and LAN connection. The student teachers and teacher educators use this service. Our office has 05 computer systems, 04 printers, 01 Xerox machine, and Wi-Fi capabilities. The Principal Chamber has **01** computer, Multipurpose Hall has **01** Laptop with an advanced projector, and Language Lab has **16** computers with a projector. IQAC Room has **02** computers and 01 laptop with 01 printer. The Staff Room also has **01** computer. In the library of the college, there are 08 systems, a scanner, a Xerox machine, and a printer and total 10 projectors are available in the college.

The Institute has a number of resource rooms like Language lab, a Psychology lab, an Art and Craft lab, a Mathematics lab, a Physics lab, a Chemistry lab, a Bio-Science Lab, a Geography Lab, a Social Science Lab an ICT lab, Educational Psychology Lab an Economics Room, a History Room, Music room and an Auditorium. The library is equipped with ICT facilities and photocopying facilities. Apart from these, Sevayatan Sikshan Mahavidyalaya has a 01 boys' hostel and 02 girls' hostel and two staf quarter It also has a multi-purpose hall with a seating capacity of at least 150 seats. The staffroom is equipped with adequate furniture, proper lighting, a fan, and Wi-Fi connectivity. Academic building Sevayatan Sikshan Mahavidyalaya has enough washrooms for the use of staff and students, both male and female. The *College* has installed one sanitary napkin *vending machine* at girls' toilets. Separate disabled-friendly washroom facilities and ramp are also made available, keeping in mind the inclusive setup of the institution. There is a separate Gymnasium area on the hostel campus, and there are facilities for various sports like Cricket, Kho-Kho, volleyball, Badminton, Table tennis, football, and other indoor games. Regular cleaning of water tanks, Pest Control, garbage management, and landscaping add to environmental sustainability and the aesthetic beauty of the infrastructure.

02 Generators (one for college and another for hostels) with capacity of 30 kVA, and 3 x 30 amp solar roof-top panels have been installed. LED lights are used to save energy. Seven water coolers installed in the college to provide fresh and chilled water during scorching heat for keeping the students hydrated and hygienic, purified water is supplied in each floor and hostels. The entire campus is under CCTV surveillance.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 50

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

Response: 8

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

Response: 16

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 55.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
99.02	84.51	61.37	7.54	19.43

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Response:

Our college library is an excellent learning resource and was established in 1959. Since then library has connected a huge collection of books, periodicals, e-resources, etc. The College library is enriched in terms of the availability of textual resources consisting of textbooks, reference books, e-books, national policies/Documents, journals, e-Journals, dictionaries, magazines, encyclopaedias, newspapers. The library is divided into various sections, a general section, a periodical section, a journal section, new arrivals, , a photocopy section, a literature book section, scanning, printing and a server room.

The college journeyed from a manual facility to an automated integrated library management system (ILMS). The college has subscribed to the service of the national library and information services infrastructure for scholarly content (N-List) N-list ID 4873. It provides free access to the users. The authorized users from colleges can now access e-resources and download articles required by them directly from the publisher's website.

The national library and information services infrastructure for school content (N-List) provides access to more than 6000 e-journals and more than 1, 90,000 e-books. It covers all the disciplines viz. Pure Sciences, Social Sciences, and Humanities including Linguistic and Languages, N-List e resources involves, American Institute of Physics, Annual Reviews, Economic and Political Weekly, Indian Journals, Institute of Physics, JSTOR, Oxford University Press, Royal Society of Chemistry, H.W. Wilson, and Cambridge University Press, E-BOOKS collections includes, Cambridge Books Online, E-Library, EBSCO Host-Net Library, Hindustan Book Agency, ISEAS Books, Oxford Scholarship, Springer eBooks, Sage Publications eBooks, Taylor Francis eBooks, My library-McGraw Hill, South Asia Archive and World e-Book Library.

The library of our college is fully automated using SOUL software of version 3.0 (latest version) in all the models viz., acquisition, circulation, and serial control with barcode in 2015. It is an integrated, multi-user, user friendly Library Management Software Package. All Library routines and high-level documentation services are possible in a user-friendly manner. This package has been designed to handle

large volumes at speed thus saving manpower and is windows-based software.

Along with LIB-soft and N-List facilities, our librarian organizes regular orientation programs related to N-List registration and steps for accessing e-resources in an effective manner. Photocopying facilities are also available for the students.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document
Link for additional information	View Document

4.2.2

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

Response:

Response:

The library is a useful resource for individuals of all kinds to share information of all sorts. With a diverse selection of books to stimulate students' imaginations and foster love for reading, the college library acts as an entry point to the world of information for aspiring educators. The library offers free Internet access with high-speed broadband, and Wi-Fi facilities which are required by students, and faculty for conducting research-oriented activities. The college has subscribed to services of National Library and Information Services Infrastructure for Scholarly Content (N-LIST) N-list ID 4873, which is jointly executed by the e-shod Sindhu consortium, INFLIBNET Centre Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The college has also subscribed to services of e-Shodhganga, which are digital repositories of Indian e-theses and e-dissertations set up by the INFLIBNET Centre, is also made availability of e-resources in open access.

N-List covers all the disciplines viz. Pure Sciences, Social Sciences, and Humanities including Linguistic and Languages; N-List e resources involve, American Institute of Physics(18 titles), Annual Reviews (33 titles), Economic and Political Weekly, Indian Journals(180+ titles), Institute of Physics(46),JSTOR(2500+titles), Oxford University Press(262+titles), Royal Society of Chemistry(29 titles), H.W. Wilson(3000+titles), and Cambridge University Press(224titles), E-BOOKS collections includes, Cambridge Books Online(1800+titles),E-brary(185000+titles),EBSCo Host-Net Library(936+titles), Hindustan Book Agency(65+titles), ISEAS Books (382+titles), Oxford Scholarship(1402+titles), Springer e Books(2300 title), Sage Publications eBooks(1000 titles), Taylor Francis eBooks(1800 titles), My library- McGraw (1124 titles)Hill, South Asia Archive and World e-Book Library.

Our college is having very unique resource center, which is having a huge collection pertaining to the literature of Nobel laureate Rabindranath Tagore and other Bengali writers. This resource center is open for all student teachers, teacher educators, and also for community people and other interested students and researchers.

The college library provides a remote login facility to all student teachers the faculty members to access digital resources online subject to the following conditions. Users can access online journals and e-books as per guidelines (rules) created under the e-resource access policy and remote access policy. The information retrieved from these e-resources through remote/campus access facilities is used only for educational and research purposes and not for any commercial gains.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.53	0.17	0.16	0.35	0.97

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.2.5

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

Response: 0

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

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

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

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

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

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities

The institution encourages teachers to teach in hybrid mode, the evaluation of learning in that mode as well. Most of the teachers take their internal assessments and class tests online using Google forms and other relevant tools. The institution also has enough ICT-enabled classrooms with Interactive touch

panels, overhead projectors, digital projectors, and smart boards that facilitate and enhance our teaching–learning process. The institution also has ICT enabled Hall for catering to the demands of organizing seminars debates, symposiums, guest lectures, etc. for interactive teaching–learning activities. The entire college including hostels is Wi-Fi enabled and has a Biometric system and close circuit cameras. Computer systems are upgraded as per the requirements of the college.

Computer lab

The computer lab is well-furnished with 17 computers along with a printer facility and LAN and Wi-Fi Connection with 300 Mbps speed. This service is utilized by the student teacher & teacher educators. IQAC room has 2 computer one laptop with 1 printer, 01 computer systems along with printer in the staff room, our office is having 4 computer systems, 4 printers with Wi-Fi facilities one computer in economics room, one computer in educational psychology room, 16 computers in language room 1 computer in record room with printer and Principal chamber is having one computer.

Library

The library is of 8 Computers of which 3 for students only with an internet facility of 300 Mbps speed, an N-List facility with 6000 e resources and e-library facilities, and photocopies available for teacher educators, and students. The library has an ILMS named "SOUL 3.0" that offers a user-friendly interface for searching materials in the library.

Accessibility

The staff and students have access to the internet with a separate username and password. In the college Broadband and Reliance-Jio internet connections are connected to the principal's office, IQAC room Staffroom, office, library, laboratories, classroom and hotels. The usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities. PowerPoint presentations, seminars, assignments, etc. are possible through the ICT facilities.

Software:

The institution uses predominantly Windows 7 and 10, MS office 2007, Adobe reader, and **Orell Talk** (Smart Version). During covid-19 conditions conferencing apps like Google meet, Zoom, were installed to conduct online classes smoothly. LMS and MOOC platforms were extensively used.

ICT Service Management:

Maintaining computer hardware and troubleshooting software, LAN, and Wi-Fi connectivity was monitored regularly. UPS for backup **4 BSNL FTTH** internet broadband connections for accessing the internet to cater to academic and administrative activities with the high-speed of 300 Mbps are provided for the smooth conduction of the programs. The college website is maintained and upgraded by **InfoTech**

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document

4.3.2**Student – Computer ratio for last completed academic year****Response:** 18.76

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 300**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document

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

- 1. Studio / Live studio**
- 2. Content distribution system**

3.Lecture Capturing System (LCS)**4.Teleprompter****5.Editing and graphic unit****Response:** E. None of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link for additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

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

Response: 1.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.31	0	0	0.00	2.48

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	View Document

4.4.2

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

Response:

Physical Facilities

The college functions on an area of 6.0 acres, and the total built-up area of the campus is 5012.9394 sq m. The college has a mission to build resources and sustain a high quality of teaching and learning environment. To achieve the goals, the college has a building with all amenities to accommodate classrooms with ICT facilities, eight well-equipped laboratories, one multipurpose hall, one well-equipped seminar halls, auditorium, one boys hostel and two girls hostel, sports facilities, gymnasium, 200 -meter track, multipurpose playground, and provision for indoor sports. The academic infrastructure includes well-equipped ICT facilities in classrooms for teaching and learning and high speed internet facilities (Wi-Fi). Every year, the physical infrastructure is upgraded as per requirement with Laboratory equipment, ICT equipment, furniture, and other necessary equipment.

Class Rooms

The College has **16 well-ventilated** and spacious classrooms with green boards, Comfortable furniture, and a Wi-Fi facility with 300 Mbps speed. The college has **one seminar** and **Multipurpose Hall** with adequate seating capacity, which are used to organize a workshop, seminars, conferences, and for the regular teaching-learning process..

Computer lab

The computer lab is well-furnished with 17 computers along with a printer facility and LAN and Wi-Fi Connection with 300 Mbps speed. IQAC room has 2 computer, 1 laptop with 1 printer, 1 computer systems along with printer in the staff room, our office is having 4 computer systems, 4 printers with Wi-Fi facilities 1 computer in economics room, one computer in educational psychology room, 16 computers with headphones in language room and Principal chamber is having 1 computer.

Laboratories

Our college has well-designed laboratories like Physics lab, Chemistry lab, Biology lab , Math lab, Geography lab, Language lab , ICT lab, Economics room, Educational Psychology lab and History room. We have an Art & craft room with well-equipped tools and a music room.

Library and Resource Centre

The library is 164.44 sq. m. with a reading room capacity of about 50 students. The library has 11597 books, 200 reference books, 16 journals, 04 magazines, and 05 daily newspapers; 03 computers for students with internet facilities of 300Mbps speed. The library has an ILMS named "SOUL" that offers a user-friendly interface for searching materials in the library. A digital N-List facility of 6,000+ e-journals and e-books is available for students. The Library provides open access system to its user .

Cultural & Sports Facilities

The college provides excellent facilities for organizing cultural programs; we have an auditorium with a projector and an advanced sound system. The college provides sporting equipment & infrastructural facilities to conduct indoor & outdoor games for students. The college has well-maintained playgrounds for football, cricket, badminton court, &kho-kho, etc.

Other Facilities

Washrooms & restrooms for boys & girls, one hostels for boys &two hostels for girls, drinking water(hot and cold), guest house, canteen, dining hall, modular kitchen, residential quarters for faculties, security room ,mini bank gardens, CCTV surveillance, 24/7 LAN and Wi-Fi facility.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen**
10. Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

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

- 1. Monetary help from external sources such as banks**

2. Outside accommodation on reasonable rent on shared or individual basis**3. Dean student welfare is appointed and takes care of student welfare****4. Placement Officer is appointed and takes care of the Placement Cell****5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 4.39**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	07	05	07	04

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document
Paste link for additional information	View Document

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 3.77

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 05

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

Response: 00

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

Response: 01

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

5.2.3

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

Response: 17.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
101	13	06	09	07

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

Response

The Student Council at Sevayatan Sikshan Mahavidyalaya is democratically selected and operates justly under the guidance of the principal and faculty. This council is actively involved in organizing various programs and contributes significantly to both academic and co-curricular activities.

Eligibility Criteria for Membership of Different Cell or Bodies

For President and Secretary:

- **Attendance:** Minimum 75% attendance in the last academic session attended.
- **Conduct:** Good conduct as per college records.
- **Academic Standing:** Good Academic record

For Council Members:

- **First-Year Eligibility:** First-year students are eligible to be nominated.
- **Conduct and Participation:** Good conduct and active participation in different activities.

Representation and Monitoring

Cell members are selected in a predefined ratio to ensure fair representation from all student groups. Faculty-appointed coordinators closely monitor the cell to ensure its smooth and organized operation. Members serve on various committees, including Library, Anti-Ragging, Sports, and Cultural

Committees.

Roles and Activities

- **Cultural Programs and Sports Events:** Students are organized into groups, each guided by one or two mentors from the respective Cell, who provide support for sports and cultural activities.
- **Women Empowerment:** The Council organizes various programs, such as International Women's Day, to promote women's empowerment.
- **Alumni Meet:** Council members contribute to the activities of the SSM Alumni Cell, helping to strengthen alumni relations.
- **Student Welfare:** Council members are part of the Student Welfare Cell and play an active role in organizing welfare-related events and activities for students.
- **Organizing Seminar:** With faculty, cell members organize seminars from time to time.
- **Organizing Field Trip:** With faculty, Cell members organize field trips.
- **Admission Process:** Cell members help the authority for the smooth conduct of the admission procedure.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document
Paste link for additional information	View Document

5.3.2

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

Response: 6.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	0	9	4

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Response:

Alumni play crucial roles in supporting and promoting an institution's brand through their professional achievements and word-of-mouth endorsements. An alumni group or association typically comprises former students. These groups often support new alumni and provide a platform for forming new friendships and developing relationships with individuals of similar backgrounds.

Alumni of Sevayatan Sikshan Mahavidyalaya

Graduates and masters from Sevayatan Sikshan Mahavidyalaya are well-established in various fields such as teaching, education, professional sectors, academic research, the banking sector, the Political field, and social work. The college has an active alumni group, which is in the process of becoming a registered association.

Mission and Activities

The mission of Sevayatan Sikshan Mahavidyalaya's alumni group is to foster loyalty and promote the general welfare of the institute. It offers networking opportunities that connect recent graduates with established professionals, aiding in career transitions. The college holds an annual alumni gathering, and there is a dedicated space on campus for alumni to meet, discuss, and plan activities with the support of college faculty and students.

Objectives of the Alumni Group

1. Maintain updated information on all alumni.
2. Foster a sustained sense of belonging to the alma mater.
3. Provide financial support to the institution.
4. Participate in teaching practices and internships.
5. Offer placement opportunities and enhance the institute's brand.

Membership Process

Final-year students can join the alumni group by filling out a registration form and paying a nominal fee. They are encouraged to stay connected through WhatsApp groups and the alumni Facebook page to share experiences, memories, job vacancies, and event updates. Active participation in alumni meetings is encouraged to provide suggestions to improve the college.

Alumni Involvement

A representative from the alumni group is included in the different important College Committees and the Internal Quality Assurance Cell (IQAC). This representative can express views and make suggestions in meetings, serve as a resource person in workshops, and participate in orientation programs for new students. Alumni also motivate current students and help groom their practical skills.

Contributions over the Last Five Years

- Motivating new students.
- Organizing various activities.
- Supporting online teaching and learning.
- Assisting with internships.
- Serving as active members of the different cells of the college
- Delivering guest lectures.
- Raising funds for various activities.
- Planning for college development.

Significant Contributions

1. **Internship:** The alumni group has significantly contributed to securing internship for students, and maintaining strong relationships with the college to facilitate these opportunities.
2. **Motivating New Students:** Alumni boost the confidence of current students and encourage them to explore various career avenues. Through seminars and alumni meets, they provide insights into industry trends and essential skills for graduates entering the professional world.

Sevayatan Sikshan Mahavidyalaya's alumni group continues to play a vital role in the college's development, supporting both current and future students through their active involvement and dedicated efforts.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any additional link	View Document

5.4.3

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	02	01	03	01

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

Response:

It is a matter of pride that Sevayatan Sikshan Mahavidyalaya boasts a robust alumni network, fostering strong connections among alumni, faculty, management, and current students.

Active Alumni Association

The college's alumni association is a dynamic body with numerous active members. Annual alumni meetings are organized to reunite former students with their peers, faculty, and management, allowing them to reminisce and share experiences. Alumni are integral to several key academic and administrative bodies, such as the Internal Quality Assurance Cell and Curriculum Development Committee. The institution values alumni suggestions highly and leverages their expertise for its growth and development.

Annual Alumni Meet

An annual Alumni Meet is a highlight event, featuring various activities to honor the alumni.

Continuous Engagement

The college organizes at least two alumni meetings annually, providing a dedicated space for discussions and idea exchange. These meetings serve as a platform for alumni to offer insights into the institute's functioning and infrastructure. Alumni play a crucial role in mentoring, career guidance, and facilitating internships. They also engage in discussions to motivate and develop students' skills and capabilities.

Networking and Feedback

Beyond formal meetings, the college maintains continuous engagement with alumni through networking platforms like Facebook and WhatsApp. These platforms are used to collect feedback on the curriculum, updates on emerging trends, and suggestions for improvement.

Alumni Talks and Discussions

Every alumni meeting features a talk on relevant topics to benefit students. Topics covered include:

- Improving communication skills
- The importance of participation in co-curricular activities
- Motivation to become a good teacher
- Ideas related to the constructivist approach
- Challenges in the teaching profession
- Guidelines for Facing Interviews
- ICT-based learning
- Creativity in teaching
- Innovations in teaching methods
- Enhancing teaching skills
- Professional ethics

These talks and discussions are designed to inspire students and nurture their talents, preparing them to excel in the noble profession of teaching.

Sevayatan Sikshan Mahavidyalaya's alumni association continues to play a vital role in the institution's success, supporting current and future students through active involvement and dedicated efforts.

File Description	Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

The institution is engaged to provide quality education Teacher education and transformed the entire trainee and the PG students to effective teachers guided by and tuned to the mission and vision over 65 years as stipulated by the great monk-founder President – Swami Satyananda Giri Maharaj.

Vision:

Logo of the Institution:

The institution logo means “*Mahajano Jena Gata Sa Pantha*”, which says, “Which way the Yogi goes that is righteous Path”.

The wings represent the eyebrows and the centre represents the spot between the eyebrows, or the star of consciousness, representing the Kutastha or ‘inner self’.

The logo symbolized that the endeavour of every student are to search path of acquire true knowledge and devotion which guided by ancient scholars of India blended with modern knowledge.

Vision:

To search the righteous path which the ancient scholars or yogi goes blended with modern knowledge. SevayatanSikshan Mahavidyalaya (SSM) is committed to build one abode of educational service in respect of body, mind and soul. Humanization of three aspect of human being is sought to be fulfilled through education. Therefore, special features as man making through its educational entities. SevayatanSikshan Mahavidyalaya in this regard believes in the school of humanism, behaviourism and materialism to designs the teaching learning process revolves around the student teachers. Thus, man making through its educational entities is the main vision.

Mission:

- The Institution is committed to produce teachers with positive attitude and professional competences in the field of education.
- SevayatanSikshan Mahavidyalaya is committed to fostering all students and teachers' professional and personal growth by promoting lifelong learning and leadership development.
- The institution embraces all aspects of human diversity and values necessary to ensure a vibrant learning community.
- SevayatanSikshan Mahavidyalaya is committed to the highest standards of honesty, fairness, respect and professional and scholarly ethics. It values the dignity and worth of all people.
- SevayatanSikshan Mahavidyalaya mission is to provide hands on experiences through innovative strategies, practices and tools for addressing educational problems and to prepare practitioners, policy makers and researchers who can develop equitable educational opportunities.
- To emphasize value education to create human resources with modern view and foresight who can contribute to the national development by catering by universalization and globalization of education.

The college administration functions through several statutory and non-statutory committees. The teachers and staff members participating in framing and implementing the policies of the college through regular meetings.

The vision and mission of the institute are propagated to the students, teachers, staff and other stakeholders from time to time at various forms. The academic calendars and college prospectus is published each year and distributed among the students at the time of admission. All information and decisions are timely circulated to the students, teachers and non-teaching staff through notices displayed on the notice board. All relevant notifications regarding curriculum and co-curricular activities are further communicated through the official website of the college.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Response:

The governance of the institution is reflective of an effective and participatory mechanism in tune with the vision and mission in the following manner:.

- The College Governing Body (GB) is the apex body of the institution that plans and executes development activities. The GB of the institute is formatted by the rules and regulations of the Higher Education Department, Govt. of West Bengal. The members include two DPI nominees, two nominees from the university, and one representative from the Higher Education Council, W.B. There are three teachers' representatives and a non-teaching staff representative in the said GB. The GB is a very effective body that serves as a link between the administration, students, university, and government.
- Meetings of GB are held regularly to discuss matters related to college development, student development, and faculty development.
- The framework of the college emphasizes encouraging participatory and democratic management.
- GB has decentralized, with the help of 23 different cells and committees, to look after different types of activities in an efficient way.
- The college GB organizes meetings with the stakeholders to constitute different cells or committees demographically that discharge various duties of the college.
- College Management encourages its employees and students to provide feedback and keeps taking their suggestions from time to time in order to improve the college and its facilities.
- In order to provide the latest and best-in-class courses for academic and non-academic work, college management keeps a close watch on industry trends and requirements by actively interacting with its alumni and faculty members.
- IQAC is established in the college and plays a pivotal role at the academic and administrative level, like school participation, outdoor interaction, green initiatives, stage maintenance, and faculty development programs.
- Representatives of the government, the principal, faculty members, non-teaching staff members,

students, eminent personalities, and alumni are part of the committees. The college administration is decentralized through different cells from the principal to IQAC, and then college work is divided into academic and administrative work.

- Under the supervision of the principal, committee members of the college prepare plans for organizing curricular, co-curricular, and extra-curricular activities.
- These plans are approved by the concerned authorities and implemented accordingly while preparing the plan and its implementation.

Case Study

The college has a library cell, which looks after the functioning of the library. Every year, a regular meeting of the library cell is held.

In the meeting, the library cell decides the budget for the purchase of books, journals, and allied items for each program.

- After discussion with all the faculties, prepare the list of books and journals to be purchased; the list is submitted to the librarian.
- The librarian puts the requirements in the library cell and takes approval for the lists.
- The comparative chart and the proposal for purchase are submitted to the principal, who forwards them to management for approval.
- After approval from the management, the purchase or subscription is done by the librarian.
- Entry of each book is made in the accession register .

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

The institution has a transparent mechanism in all areas of academics and strictly follows the academic calendar that details the various activities in advance.

In the admissions process:

Admission notifications are made on the college website and in the daily news paper in Bengali and English. As a standalone process, as per the admission circular of the university and the Higher Education Department of the Govt. of West Bengal, admission forms are processed strictly online, with all the relevant details explained in the prospectus'.

In the conduct of class work:

The class work internship at a different school is conducted on the basis of a transaction plan and assessment criteria; therefore, it tries its best to set a common standard.

In assessments and examinations:

In the P.G. course in education, the B.O.S. is held regularly in the college to appoint paper setters, Examiners and moderators for each semester at Vidyasagar University. The internal assessment, comprising various components, ensures that students monitor their performance progress. .

Administrative Transparency:

In decision-making: (G.B.) The college governing body is the apex body of the institution and is a very effective body that serves as a link between the administration, students, university, and government.

Meetings of the G.B. are held regularly to discuss matters related to college development, students, and faculty development, insure the appointment of the Assistant Professor as per the recommendation of the West Bengal College Service Commission, and meet the requirements of non-teaching staff, casual staff, and guest faculty .The promotion of assistant professors and non-teaching staff is also under way as per the guidelines of UGC'

Monitoring/ appraisal:

All the Assistant professors fill out their self-assessment performance reports for each month; this is verified by the principal and IQAC.

23 different cells are formed in the college to look after different types of activities. The cell committees are being composed of representatives of the G.B., faculty members, staff members, students, eminent candidates, and alumni.

Feed Back: Feedbacks are being taken from various stakeholders who enable the institution to make the performances and lapses known.

Use of ICT: : CCTV is used for administrative and academic surveillance.

Financial Transparency:

Transparency in payrolls: The institution practices online submission of salary bills in Transparency by the DDO through the HRMS..

Transparency in purchases:

In order to ensure transparency in purchases in all areas related to purchases, this is done as per G.B. rules.

Transparency in financial decision-making:

All payments are received in online mode.

An external financial audit is performed every year by a chartered accountant. The secretary (principal) of the college submits the accounts to the auditor for verification. This is followed by a statutory audit of the chartered account, and finally, confidential reports are submitted to the Education Department, Govt. of West Bengal. The audit reports are made available upon request to the stakeholders. The audit report is placed before the G.B. of the college for final approval.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Response:

Perspective and strategic plans are laid out at the beginning of the year by delegations with IQAC, cells, and committees. They describe the outcome of the previous year's plan and draw a future plan of action at the end of the academic year. The plan serves as the road map for the student's achievement and the college's development.

Perspective Plan 2018-2023

- The college has taken steps towards introducing new curricula for the M.A. in education course in light of Vidyasagar University's recommendation.

- The college has submitted a proposal to introduce the integrated B.Ed. (4-year) program of the West Bengal Council of Higher Education for a No Objection Certificate (NOC) in 2023.
- The proposal for research in social science and environment science (Ph.D. program) has been sent to Vidyasagar University for its affiliation in 2023.
- The proposal to introduce post Graduate Diploma in Guidance Psychological Counseling and family and behavioral therapy
- The proposal to introduce a B.Ed. course in Santali (Alchiki) has been sent to the Higher Education Department, Govt. West Bengal.
- To complete total automation of admissions, administrative processes, and student databases.
- To construct an external building for classrooms, laboratories, and a new canteen. Extension of washrooms for males and females Extension of Auditoriums.
- To ensure infrastructural growth in the learning environment, laboratories, books, computers, and instruments.
- Automation of the library and library upgrades.
- Setting up a modern seminar hall.
- Setting up of Gymnasium,
- To improve the teaching and learning process based on feedback collected from students.

- To introduce new skill-based courses.
- To commence functional MOUs related to job oriented training and placement.
- To enhance the internet services
- To introduce vermi-compost project, manure, and rainwater harvesting systems to increase groundwater levels.
- To have a green and clean campus.
- Strengthen outreach activities at the college.
- To conduct environmental audits, green audits, and energy audits.
- To enhance sports equipment.
- Enhance the computers laptops LCD projectors and sound systems.
- To introduce biometric devices.
- To take fire safety project.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

Response:

The B.Ed. course of Sevayatan Sikshan Mahavidyalaya is affiliated with Baba Saheb Ambedkar Education University, Kolkata-700019 and the M.A. in education course is affiliated with Vidyasagar University. The principal is the secretary and head of the institution. The principal is aided by the IQAC, academic committees, finance committee, purchase committee, and various sub-committees.

The Governing Body is the apex body of the college. The college administration is running in accordance with the “West Bengal universities and colleges’ Administration and Regulation ACT-2017”. The Governing Body consists of a government-nominated President and Principal acting as secretary of the body. Two government nominees, two university nominees, three selected/ elected teacher representatives, and one nominee from the West Bengal Council of Higher Education, Govt. of West Bengal. There is a provision for two nominees of the Sevayatan Board of Trust(Donar)

- **Recruitment and promotional policies:**

The Assistant professor (teacher) is recruited through the West Bengal College Service Commission (WBCSC). The college service commission recommends the names of the assistant professors they appoint in the college, and the governing body issue the appointment letter as per the recommendation of the commission, with a probationary period of one year for the teacher.

- The promotion is based on the service period and API scores as per Govt. G.O. 1373-Edn(CS)/5P-52/98, Dtd. 07-12-2017. The stage of promotion through CAS I to III (Asstt. Professor) and IV – (Associate Professor).
- The state aided college teachers (SACT) are appointed by the college Governing Body through a

screening committee by the G.B., the higher education department of the Govt. of West Bengal, after being satisfied with the transparency of the recruitment process, the SACT was approved. On the completion of M. Phil. Ph.D. or qualifying the NET/SET examinations, there are rewards in the form of an increment in the case of the recommendation. The yearly increment they also entered. The non-teaching staff is recruited by the college authority. The posts have been sanctioned and cleared by the government of West Bengal and filled up transparently by the G.B. through an expert committee. Then the state government, after verifying and satisfied with the transparency of the recruitment process approved the selected candidates and issued pay fixation.

- The college also recruits casual non-teaching staff, considering the work load and against vacant non-teaching post created by retirement of NTS.
- The college authority also appointed some teachers and guest faculty against vacant posts for the smooth running of the programme.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

Response:

The organizational structure of the college comprises several bodies, committees, and cells within the college.

The bodies, committees, and cells are instructed with different responsibilities with a focus on strengthening the college, ensuring academic progression, building infrastructure, conducting research and innovation, adopting new pedagogies, procuring goods and services, procuring library books, journals, etc., and community development.

The cultural cell and committees conduct various activities regularly; the objective is to bring out the various talents of the students, inculcate team spirit, and account for the overall personality development of the students.

The body of 4 (four) teacher training colleges organized an annual sports meet and cultural competition in 2022. Sevayatan Sikshan Mahavidyalaya became champion under the supervision of the sports committee.

The students named were selected for the Vidyasagar University Yoga Competition in the Inter-University Meet 2022.

The Internal Quality Assurance Cell (IQAC) of the college is responsible for looking after and ensuring quality culture in the college. The IQAC takes several initiatives, such as.

- Preparation as an academic calendar.
- Transactional plan for each academic year.
- Feedback collection and analysis (students).
- Collection of feedback from teachers and analysis.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

The college has a number of welfare measures for teaching and non-teaching staff.

- Faculty members are deputed to attend orientation and refresher programs 'on duty'.
- Casual leave, maternity leave, medical leave, child care leave, and earned leave are permitted.
- Study leave for the teacher shall be permitted to enhance the qualification (Ph.D.) as per the rule of Higher Education Department of Govt. of West Bengal.
- Publication incentives include the cost of registration and participation in the national or international conference.
- The institution provides employees with opportunities to pursue higher education.
- Faculty members are encouraged to associate with state, national, and international professional bodies.
- The college organizes several programs (indication training programs, short-term courses, workshops, etc.) to develop the professional competencies of its faculty members from time to time.
- The faculty members are provided with the latest study material, including e-journals. The institution has membership in online repositories and resources.
- An employee provident fund scheme is implemented for teaching and non-teaching staff.
- Employee Credit Co-operative Society is there to sanction loans with low interest.
- Gym facility for staff.
- Training program for non-teaching staff organized for professional development.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 6.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	000	00	00

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Link for additional information	View Document

6.3.3

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

Response: 4

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	00	01	00

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 13.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	03	04	00

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

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

Response:**Response:**

The performance appraisal system for teaching and non-teaching staff is carried out in the following manner:.

1. Submissions of the academic audit report to the university every year and its analysis to the IQAC and academic committee.
2. Staff appraisal reports submitted by the teacher during CAS have been placed in IQAC.
3. Feedback analysis reports of teachers are discussed in the academic committee and G.B.
4. The analysis and subsequent evaluation reports undertaken under the above process are analyzed in the meetings of the academic committee, IQAC, and then the governing body of the college. The G.B. advises suitable remedial measures for low-performing teachers in the form of appeal and control.
5. The appraisal system for non-teaching staff is based on punctuality, execution of duties, pro-activity, and general demanders'. The principal regularly checks the neatness of the departments, classrooms, labs, and other facilities available and takes stringent action to ensure staff if facilities are found to be unsatisfactory.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:**Response:**

The institute conducts internal and external financial audits regularly on an annual basis by the Chartered Accountant. Any query or explanation asked by the CA is explained. There are no objections reflected as such in the reports yet. The auditors (internal and external) are highly satisfied with our account maintenance system.

Internal Check:

The purchase committee and the financial committee monitor the expenditures in accordance with the provision of the budget and resolution of the Governing Body. The principal discusses with the different committees and cells the development plans and their ways of implementing them for the progress of the college.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document

6.4.3

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

Response:

Response:

The college has certain strategies for mobilization of funds and optimal utilization of resources. The resource mobilization policy and procedure are displayed on the institutional website. The budgetary resources are mobilized through various resources, such as tuition fees and other fees from students, and the funds received from the DPI, the Dept. of Higher Education, the Govt. of West Bengal, and the University Grant Commission (UGC) under the Govt. of India.

Sevayatan Sikshan Mahavidyalaya is a government-sponsored college; we received funds for permanent staff salaries regularly and a few other development funds off and on from the Higher Education Department, Government of West Bengal. We also received grants from the University Grant Commission for various development purposes.

Fund utilization strategies:

- 1) According to the requirements of each department, financial budget amounts are allocated annually, and such budgets are reviewed from time to time.
- 2) Monitoring the establishment infrastructure and the purchase of equipment for the lab.
- 3) Ensure optimal utilization of funds according to the decision of the G.B.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document

6.5 Internal Quality Assurance System**6.5.1**

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

Response:**Response:**

IQAC has been constituted for better coordination and communication with the teacher at the beginning of each academic session to coordinate the work allotments of teachers. This is done by the IQAC so that teachers with specialized skills are optimally utilized for duties in other subjects as well as beyond their departmental obligations, so as to benefit students from their syllabus as well.

The IQAC made an all-round effort to motivate teachers to constantly update their teaching methodologies, teaching skills, and research abilities with the changing times. Organizing micro-teaching and preparing guidelines for the conduct of school internships and engagement in the field in different semesters.

Other areas of management, such as the purchase committee, have seen to it that quality is assured through the purchase process, the e-tendering process, and the HRMS portal (employees' monthly salary).

In the pandemic situation, the introduction of e-teaching and the evolution process (LMS) enhance the quality of knowledge management among the students. In a rural setting, the college had made infrastructural revamps and provided encouragement and training to teachers so that they could upgrade themselves for the utilization of these tools for teaching the students.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Implementation of blended learning (offline and online learning) in the current situation implementation of online learning through online platforms like Google Meet, using G-Suite accounts of the college, using LMS as a teaching tool, and using a digital library with D-Space for an e-book repository and INFLIB NET class for students.

- **Internal Quality Assessment Cell (IQAC):** IQAC is one such body that evaluates the teaching learning atmosphere in the college. The IQAC uses the following tools to assess and redeploy teaching and learning from time to time:.

1. **Feedback:** feedback taking is the job of IQAC, which helps it keep tabs on the teaching and learning process and overall institutional academic functioning.
2. **Transaction plans for theory courses:** The IQAC has introduced transaction plans for the faculty to be developed and taught accordingly according to the established PLOs and CLOs. The transaction plans encourage teachers to use multi-mode teaching, integrating ICT into their theory

classes.

3. **Transaction analysis:** transaction analysis is a questioner that enables IQAC to collect information from faculty about the teaching and learning going on in the institution. This document gives us an analysis of the teaching learning process.
 4. **Transaction plans for school engagement during COVID:** As COVID threw life out of gear, the globe brought all educational institutions, besides other facilities, to a grinding halt. All educational institutions suffered a great loss. The institution made some headway by using LMS in all theory courses, but school engagement/internship was something that took IQAC to frame guidelines to bring some semblance of order to have students figure out things that are usually part of the practical portion of teacher education.
 5. **Development of a criteria manual for school engagement:** since the school engagement/internship has been made deeper and wider, IQAC took on itself to enable faculty, students, and schools to have a clear understanding of what and how of a school internship. This is a significant document that enables the institution to monitor the teaching and learning process.
- Practical manual/handbook committee: This committee is charged with the responsibility of developing material for school internships so that students and faculty are not at a loss for what materials to consult as far as lesson planning and microteaching are concerned. The flowing manuals have been developed by this committee to aid and facilitate the teaching and learning process.

1. Lesson Plan Book 2016
2. Lesson plans handbook (language) 2019
3. Lesson Plans Handbook (Subject) 2019
4. Microteaching Handbook 2019
5. Lesson Plans Handbook (Language) 2021
6. Lesson Plan Handbook (Subject) 2021

The committee reviews the earlier editions and comes out with the new editions according to the needs of the students. These manuals are a significant help to the faculty, students, and school to monitor and address the school internship in its pre-practice mode.

M.A. in Education

- Curriculum review committee: The curriculum review committee of M.A. in Education recommended updating the curriculum from time to time, which in turn promotes and facilitates a better teaching and learning process. It also recommends minor changes in curriculum during the running of program.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document

6.5.3

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

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	24	07	18	10

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

Response:

Sevayatan Sikshan Mahavidyalaya always keeps track of the incremental improvements achieved in the academic and administrative domains of its functioning through quality assurance initiatives. The IQAC always reviews and takes steps to improve the quality of teaching and learning. Incremental improvements are made in the academic, research, governance, and administrative domains by the college.

This process is prominently evident in the following examples:

1.MOU'S WITH REPUTED ORGANISATIONS FOR HAND HOLDING IN QUALITY ASSURANCE

Sevayatan Sikshan Mahavidyalaya established a number of MOUs with varied organizations, schools, and colleges on the suggestion of IQAC to assure the quality of education. The institute constantly worked on establishing the MOUs. Sevayatan Sikshan Mahavidyalaya signed a Memorandum of Understanding with the following organizations:

STATEMENTS SHOWING MOU'S WITH DIFFERENT ORGANISATIONS

Sl. No.	Name of the School/Organization/Colleges	Date of Effect	Renewal Date
1	Sevayatan Balika Vidyalaya	06-01-2018	Cont. as per rule
2	Sri Sri Ramkrishna Saradapeeth	07-01-2018	Cont. as per rule
3	Nanibala Vidyalaya	06-06-2018	Cont. as per rule
4	Nanibala Balika Vidyalaya	06-06-2018	Cont. as per rule
5	Netaji Adarsha High School	16-06-2018	Cont. as per rule
6	Radhanagar Upper Primary Vidyalaya	25-06-2018	Cont. as per rule
7	Ramkrishna Mission Vidyalaya (Ealabya0	08-01-2021	Cont. as per rule
8	Baita Sreegopal High School	10-06-2021	Cont. as per rule
9	Kumud Kumari Institution	05-09-2021	Cont. as per rule
10	Asoke Vidyapith	07-07-2022	Cont. as per rule
11	Bandhgora Anchal Vidyalaya	05-12-2023	Cont. as per rule
12	Panskura Banamali College (Autonomous)	12-02-2019 25-03-2023	12-02-2022 25-03-2028
13	Vivekananda Satabarshiki Mahavidyalaya	20-07-2020	20-07-2024
14	Jhargram Raj College	05-01-2022	05-01-2026
15	Rani Indira Debi Govt. Girls' College	23-11-2021	23-11-2026
16	Ghatal Rabindra Satabarshiki Mahavidyalaya	27-01-2022	27-01-2024
17	Vivek jyoti College	04-04-2022	04-04-2027
18	Hulladeck Recycling Pvt. Ltd.	04-06-2022	04-06-2025
19	Sevabharati Mahavidyalaya, Kapgari	08-07-2022	08-07-2026
20	Golbal Technical Training Institute	21-07-2022	21-07-2027
21	Govt. General Degree College, Lalgarrh	10-11-2022	10-11-2027
22	Sabang Sajanikanta Mahavidyalaya	25-11-2022	25-11-2024
23	Nikhil Banga Sikshan	09-01-2023	09-01-2027

	Mahavidyalaya		
24	Sponsored Teachers' Training College Purulia,	09-01-2023	09-01-2027
25	Vidyasagar Teachers' Training College, Midnapore	09-01-2023	09-01-2027
26	RICE, Education	03-03-2023	03-03-2025
27	Tamralipta Mahavidyalaya	11-04-2023	11-04-2028

2. Constitution of Cells for the Smooth Functioning of the Institution

IQAC worked upon the constitution of various cells to decentralize the work among the members of staff, and hence the below-mentioned cells were constituted to streamline the work of the institute, which are as follows:

- **Admission Cell:** Looks after admissions and category students and their fee concessions according to the documents produced. This cell works year-round as long as the queries are met for admissions at all times. This cell also decided upon the strategies each year for smooth admissions to fill all 100 seats in B. Ed. and 61 seats in M. A. education. Education. .
- **Placement and career Counseling Cell:** Looks after placement and coordinates with reputed schools for placement of trainees, providing them adequate career counseling.
- **Cultural Cell:** Looks after the cultural activities, celebrations, and festivals around the The cell maintains all the records of the events conducted.
- **Games & Sports Cell:** Looks after sports-related activities, providing kinesiological activities and facilitating physical development through recreation activities.
- **Library Cell:** Looks after the library records, new books required, memberships to different e-resources, and student usage of the library.

Women Development Cell: organizes activities for women empowerment and upliftment of women celebrating womanhood. The cell organizes self-defense workshops, gender equality day celebrations, women's day celebrations, etc.

- **Examination Cell:** Looks after internal and external examinations and maintains examination. The cell keeps a record of any grievances related to examinations and acts as a bridge between the university and college for the smooth execution of examinations.
- **Alumni Cell:** Ensures alumni association with the Institute and organizes activities with and for alumni. The cell also organizes alumni meetings each year to keep alumni in contact and for their lifelong association with their college.
- **Grievance Cell:** Looks into the grievances of students and their resolution according to the UGC. The cell works confidentially on each grievance and resolves them within a given timeline.
- **Internal Complain Redressal Cell:** Looks into all the matters related to Grievances,
- **Anti-ragging cell:** looks into all the matters related to any grievance of ragging in the college and hostel.
- **Sexual Harassment Cell:** Looks after any grievance regarding sexual harassment.
- **Research and Magazine Publication Cell:** Looks after the research and development of faculty and also works upon the publication of journals and college magazines.
- **Student Help Desk/Student Welfare Cell:** Works for the students welfare activities like equipping students with online platforms for different scholarships for the students and conducting workshops and guest lecturers like preparing e-portfolios, etc.
- **IQAC Cell:** Looks after the functioning of all the cells and takes decisions for incremental strategies in the context of all aspects such as administrative, academic, and infrastructure, etc. IQAC holds regular meetings to take decisions on major issues and provides guidelines for other cells. The cell looks after the organization of workshops, seminars, and guest lectures, and it rigorously works towards extending the learning of students.

- **Discipline Cell:** The cell looks after the maintenance of discipline in the institute. This also includes making strategies to inspire discipline among students and activities to teach discipline to them.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Energy is the capacity to do work. According to the law of conservation of energy, energy can neither be created nor destroyed. It can only be transformed from one form into another. This means that the loss of one form of energy leads to a rise in the other form of energy.

Energy conservation is the practice of reducing the consumption of energy by humans or Energy conservation means making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments, and investing in clean energy. Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy.

Energy conservation is an inevitable requirement for sustainable development in higher education institutes. The use of energy-efficient equipment is promoted at the institute. The institute uses energy-star products for electrical and HVAC upgrades to reduce energy consumption. Promotion of energy-efficient lighting systems by using LED lamps instead of incandescent lamps on campus, which require 1/8th of the energy to light the same room. A thermostat-controlled system for the air conditioning unit is used on campus. Also, master switches are installed on every floor to shut down power during non-working hours to reduce the transfer of electricity. Implementing alternative energy.

Implementing alternative energy

The institute utilizes a total energy consumption of 125 KWH. This requirement is met by state power supplies as well as by harnessing solar energy. The total capacity of the solar panel system installed to harness renewable energy is 40 KW. The institute utilizes solar energy for water pumps on the college campus and in hostels. A solar water heater is used in the hostel for hot water to be used in the kitchen, which also reduces electricity consumption. During winter session the borders use hot water from the solar water heater.

The institute has an energy conservation administrator to coordinate and implement sustainable practices, taking care of periodic maintenance of the building facilities. The institute also caters to general efficiency techniques and methodologies that can be implemented in day-to-day functions. Reducing energy consumption in the institute is a continuing priority, which is ensured through an awareness program involving students' mentors and institute staff.

File Description	Document
Institution energy policy document	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Response:

Waste management is a joint responsibility of local government as well as of private organizations and individuals. The institute has designed an integrated waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as 'a material which has no use' has changed to 'resource at the wrong place'. The institute is conscious of its activities that generate waste and ensures that all the waste is used and disposed of responsibly. Managing waste in an environmentally sound and socially satisfactory manner is sustainable waste management. In institutes, waste management practices are differentiated into three parts:

Solid waste management

Liquid waste management

E-Waste Management

The entire spectrum of solid waste generation, segregation, and collection is processed systematically on campus. Mixed waste is useless as a resource until waste separation at the source is practiced; thus, the waste generated by the institute is separated into three streams, namely **biodegradable**, **non-biodegradable**, and **domestic hazardous waste**, in suitable bins. Biodegradable waste is generated in the institute from raw materials and leftover food items from the kitchen, canteen and hostel. Also, the tree droppings from the campus green area contribute to it. These are treated through an organic waste composter, and waste is converted into manure. Non-biodegradable solid waste is handed over to the government-approved landfill site. Hazardous waste, E-waste generated in the institute, is in negligible amounts of waste oil from D.G. sets, which is sold to authorized recyclers time to time.

Liquid Waste Management involves grey water. The institute uses water efficient fixtures and an iron guard in the main water reservoir on campus, which generates less discharge of gray water. The institute also conserves rainwater by harvesting the run-off water from the roof top of the college building and recharging the rainwater tank in the rainwater recharging pit. This, in turn, reduces the load on sewage lines and also recharges the groundwater level.

E-waste, or electronic waste, broadly describes discarded, surplus, broken, or obsolete electronic devices and machines. The rapid growth of technology, the advancement of innovation, and the high rate of obsolescence have led to one of the fastest growing waste streams, e-waste. E-waste is managed in the

institute through the collection of items from staff, faculty, and students at common places and conducting an auction to authorize recyclers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Response:

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swachh Bharat Campaign which bring about change in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The Institute has framework in terms of Policies since 2018 for Waste

Management- (Solid, Liquid and E-waste), Water Management and Green Cover Management to maintain and check all the basic parameters. In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. In order to reduce the pollution which are alarming in the region the institute observe a cycling day once in a month for all the students, faculty and staff members. The institute has a robust network of sewage disposal system which also act as a guiding force to implement hygiene and cleanliness in the campus Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality. The institute believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signage's are put in the campus area to promote and aware students to avoid littering in open spaces. Use

of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collect, confine and dispose waste. Document Required: 1.Waste Segregation (Dustbin Pictures) 2.Signages 3.Bills

Green campus initiatives include:

- 1.Restricted entry of automobiles
- 2.Use of Bicycles/ Battery powered vehicles
- 3.Pedestrian Friendly pathways
4. Ban on use of Plastic
- 5.landscaping with trees and plants

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0.67**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.28749	0.27297	0.57560	0.54087	0.57476

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Response:

Measures for equal opportunities

- The college imparts to its students mutual respect, effective interpersonal relationships, love for the motherland, clear communication, and explicit understanding to create an inclusive environment with tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities. Staff members also preach and practice these values among the students during the course of teaching every day.
- Socially backward students like ST/SC/OBC (non-creamy layer) minorities are offered special privileges for admission by relaxing the entry marks and by offering different types of incentives and scholarship opportunities from the college resources, state government, and UGC.
- The SC/ST Cell is active, and contact numbers of members are displayed on the website of the college.
- Online complaints can be submitted through the website link.
- Webinars are held to inform the students of various schemes, like student credit cards and scholarships, so that financially weak students can avail of these opportunities.
- Scholarship help desks aid students who are economically weak but deserve to undergo higher studies by helping them get financial aid from the government and non-government agencies. The college provides concessions to needy students.
- The college promotes social responsibilities and leadership roles among its students and staff through:
 - Organizing community services and participation of the staff and students through NSS programs, Eco Club, COVID-19 Help Group, Say No to Drugs Club, Fitness Club, Blood Donation Camp, Mask and Sanitizer Distribution, Diet Survey, etc.

- Organizing awareness programs on topics related to human rights, women's issues, legal aid, etc. with the staff and students of the college.
- Organizing extracurricular activities and cultural and literary programs involving local unprivileged children in various activities like cultural and sports events in the college.

Mentor-group meetings are held regularly, and students are encouraged to share their problems, academic or personal, with their mentors.

Teachers adopt the bi-lingual mode of teaching, wherever required, to assist students with linguistic challenges. This helps students enhance their academic performance.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: C. Any 2 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Title: Institutional Best Practices: Fostering Environmental Consciousness and Educational Outreach

Institute Best Practice-I: Tree Plantation Festival (Briksha Ropon Utsava) and Rabindranath Tagore's Death Anniversary

Tagore's profound connection with nature underscores the significance of tree plantation. Trees not only enhance our surroundings but also mitigate pollution and bolster ecological health. The annual tree plantation event coinciding with Rabindranath Tagore's death anniversary embodies this ethos.

“????????? ??? ???? ??????,

?? ????? ??????

-----????????????????

“Moru viyayer ketan Urao sunye he prabala Pran.”

The ceremonial planting, accompanied by music and dance, symbolizes rejuvenation and invokes nature's vitality. The initiative extends beyond symbolism; students are assigned guardianship of individual plants, fostering a sense of responsibility and environmental stewardship. The success of this endeavor is evident in the transformation of the college premises into a lush green space, nurturing awareness among students about environmental degradation and the imperative of tree planting.

These institutional best practices reflect a holistic approach to societal welfare, intertwining

environmental consciousness with educational equity. Through tree plantation ceremonies and educational outreach programs, the institution not only cultivates a greener environment but also nurtures a brighter future for marginalized communities, embodying Rabindranath Tagore's vision of harmonious coexistence with nature and equitable access to education.

Best Practice - 2: Educational Service to Downtrodden Pupils, Especially Sabar, Lodha, and Adivasi Communities of Jhargram

In a rural landscape marked by economic deprivation and cultural diversity, the institution undertakes educational outreach to marginalized communities. Recognizing the dearth of educational infrastructure in remote areas, the college pioneers initiatives aimed at uplifting these communities. Through the establishment of schools and adoption of educational institutions, the institution extends its benevolent reach. The Lodha Primary School adoption exemplifies this commitment, providing free education and essential learning materials to enhance attendance and combat dropout rates. Additionally, the institution supports schools facing staffing challenges by deploying teachers and facilitating teacher training workshops. Furthermore, by offering scholarships to students from Sabar, Lodha, and other marginalized communities, the institution promotes inclusivity and empowers individuals to pursue higher education without financial barriers.

File Description	Document
Photos related to two best practices of the Institution	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Response:

Sevayatan Sikshan Mahavidyalaya is located in a rural, backward area, and the college was built on land donated by the **Sevayatan Board of Trust** with the dream that the trainees will get opportunities to access higher education near their residence at an affordable cost, particularly for becoming teachers. Our institutional distinctiveness lies in the fact that, due to its locational status, a significant student population hails from financially backward and weaker sections, especially first-generation learners of the Lodha Sabar and Munda communities, at no cost. Our primary target and challenge is to provide our

trainees with the opportunity for B.Ed. training at a minimum financial cost. Forest-dwelling students, especially from remote areas of Jhargram Paschim Medinipur, Baakura districts, and adjoining areas, reside in the college hostel for their better learning at no cost. Our college has upgraded itself as per the needs of the hour and amalgamated conventional teaching-learning methods with digital learning. The official Facebook page and WhatsApp groups have been used effectively for the interchange of information and as modes of communication with students during the pandemic. Effective use of the learning management system with class notes and regular assessments is done. A digital library with e-books using D space, an institutional repository, and INFLIBNET login access for students of all departments have been used effectively for the aid of students. Scholarships from government and non-government sources have been made available to ensure a reduced dropout rate. Counseling for both students and often parents by the mentor group also ensures that the student does not leave the college without fulfilling their pursuit of B.Ed. training. In addition to conventional teaching and learning, skill-based training in hardware, soft skill development, and basic computer training is done after class hours to empower them with various skills for self-reliance and entrepreneurship development and to make them job-ready. Our college has registered as a skilled partner for providing B.Ed. training to existing teachers and also to candidates going to be teachers. The college organizes an outreach program involving local unprivileged children, involving them in the cultural program and sports of the college. Blood donation camps and plantation programs are organized regularly. Our trainees, teachers, and alumni take on social responsibilities for motivating the prisoners for their correction to return to normal social life in the Jhargram district jail (Correction Center), and a traffic awareness rally and initiative to create awareness among rural women towards a nutritious but cheap diet are carried out. In the pandemic, colleges prepared and distributed sanitizer to the surrounding local population. Our college has therefore created a holistic environment for learning through the blending of conventional teaching and learning methods with ICT so that students develop proficiency not only in their own subject but also grow into skilled individuals, compassionate, and abiding citizens of this nation.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

- Sevayatan Sikshan Mahavidyalaya is affiliated college of Baba Saheb Ambedkar Education University for B. Ed. Programme and Vidyasagar University for M. A. in Education programme.

The college has framed M.A. in Education syllabus with the help of Board of

Studies and consequently sent to Vidyasagar University for approval since 2012.

The College has followed the predetermined syllabus in B. Ed. Programme by the Baba Saheb Ambedkar Education University, however the college innovates within these established academic structures and commuted to providing holistic development and considered local aspiration of the students.

- The college can accommodate 50% students in its well-furnished Girls' and Boys' Hostels since its inception. Therefore, students are coming from almost all district of West Bengal and from neighbour states.
- We take pride in making the dry and lateritic college premises into lush green zone through tree plantation. Sevayatan Sikshan Mahavidyalaya have numerous environment friendly practices such as Green policy, Waste Management policy and Water Conservation policy etc.
- We control the use of non-renewable resources and rely on alternative sources like solar panels, solar pumps, solar water heater, rainwater harvesting etc. Sanitary hygienic is given due importance.
- The college conducts several cultural, sports and community-based outreach programmes to prime students with holistic education and social experience so that they become assists to their professions and to the society.
- Different cells and committees have been formed for the effective functioning of the department.
- After COVID-19 each and every classroom and laboratory has been renovated, upgraded with modern tools, library modernized and automated, modernized seminar hall, gymnasium; the campus made cleaner and green.
- Collaborations with several organizations/colleges, the introduction of various skill-based courses.
- Each and every room of Girls' and Boys' hostel has been renovated, coloured, green generators, solar street lights, library Wi Fi being introduced.

Concluding Remarks :

Sevayatan Sikshan Mahavidyalaya aims to achieve an all-round academic development of the students 68% of whom are girls' students and 30% belonging to backward section of the community.

The institute offers an outstanding learning environment for students by providing state of the art, infrastructure facilities, effective course curriculum and use of innovative teaching methodology. Academic process in Sevayatan Sikshan Mahavidyalaya are streamlined, with timetables and other administrative tasks prepared

well in advance to teaching session. The teaching at Sevayatan Sikshan Mahavidyalaya is supported by relevant ICT facilities. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for students to participate in modern teaching-learning process. Experiential learning through internships projects and field trips is specifically facilitated.

All these are designed, in view of its commitment to achieve excellence in the field of Education under the guidance of trained teachers. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in different decision-making bodies of the University. MOUs with different organizations have been signed to keep them abreast of the latest trends.

Right from admission, the college follows a well-administered and transparent procedure with ease of availability of information on our website. Magazine of the college is issues annually. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. College is proud of many of its alumnae who have made a mark for themselves in various spheres of academics and in administration development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. The college strives to fulfil its vision and mission by imparting transformative education and promotion of a more just add humane society.

The college also recognize that inspite of its continuous effort, it has weakness to overcome and many areas of improvement are there which we can achieve involving all stakeholders making our institution achieve its objective.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been considered "0" for 2021-22 and 2020-21 as those courses are not value added ones</p>	2022-23	2021-22	2020-21	2019-20	2018-19	10	1	1	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	3	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
10	1	1	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	0	0	0	0																	
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>319</td> <td>83</td> <td>99</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>322</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been considered "0" for 2021-22 and 2020-21 as those courses are not value added ones</p>	2022-23	2021-22	2020-21	2019-20	2018-19	319	83	99	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	322	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
319	83	99	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
322	0	0	0	0																	
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <p>1. Students</p>																				

2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	92	97	79	88

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
65	64	64	47	60

Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded due to excess of seats in reserve category and has compared with EP 1.3 for seats admitted during the year

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made the changes basis the supporting shared by the HEI

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

1. Special lectures by experts

	<ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made the changes basis the supporting shared by the HEI</p>
2.4.4	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made the changes basis the supporting shared by the HEI</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made the changes basis the supporting shared by the HEI</p>
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	04	05	07	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	01	00

Remark : DVV has made the necessary changes as per prescribed format shared by HEI and value have been downgraded as we have considered Publication in the current UGC CARE with ISSN Number and has followed the calendar year (JAN-DEC)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	08	03	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	05	04	04

Remark : DVV has made the necessary changes as per prescribed format shared by HEI and has considered Publications with ISBN number only has followed the calendar year (JAN-DEC)

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

Answer before DVV Verification : 27

Answer after DVV Verification: 26

Remark : DVV has made the necessary changes basis the supporting shared by the HEI.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 5 or 6 of the above

Remark : DVV has made the changes basis the supporting shared by HEI

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

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

Answer before DVV Verification : 254

Answer after DVV Verification: 0

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

Answer before DVV Verification : 260

Answer after DVV Verification: 0

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

Answer before DVV Verification : 276

Answer after DVV Verification: 0

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

Answer before DVV Verification : 282

Answer after DVV Verification: 0

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

Answer before DVV Verification : 265

Answer after DVV Verification: 0

Remark : DVV has checked and found the data incomplete and insufficient

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10.31	11.62	10.35	11.89	10.41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.31	0	0	0.00	2.48

Remark : DVV has made necessary changes as per audit report shared by HEI and value have been downgraded as we have considered repair and maintenance of physical facilities and AMC for academic facility.

5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : DVV has made the changes basis the supporting shared by the HEI</p>
5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 7 of the above Remark : DVV has made the changes basis the supporting shared by the HEI</p>
5.3.2	<p>Average number of sports and cultural events organized at the institution during the last five years</p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five</p>

years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	15	09	17	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	0	9	4

Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has only considered the events other then specific day celebrations.

5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : DVV has made the changes basis the supporting shared by the HEI

6.2.3

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

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

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : DVV has made the necessary changes basis the supporting shared by HEI

6.5.3	<p>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</p> <p>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>38</td> <td>07</td> <td>30</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>24</td> <td>07</td> <td>18</td> <td>10</td> </tr> </tbody> </table> <p>Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	38	38	07	30	10	2022-23	2021-22	2020-21	2019-20	2018-19	21	24	07	18	10
2022-23	2021-22	2020-21	2019-20	2018-19																	
38	38	07	30	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	24	07	18	10																	
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes basis the supporting shared by the HEI</p>																				
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above</p>																				

	Remark : DVV has made the changes basis the supporting shared by HEI
7.1.9	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>

2.Extended Profile Deviations

ID	Extended Questions
1.2	<p>Number of Computers in the institution for academic purposes..</p> <p>Answer before DVV Verification : 33 Answer after DVV Verification : 17</p>