



Yearly Status Report - 2017-2018

Part A

Data of the Institution

Part A	
Data of the Institution	
1. Name of the Institution	INSTITUTE OF EDUCATION
Name of the head of the Institution	DR. BHABESH PRAMANIK
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	03224-282196
Mobile no.	9433334557
Registered Email	ioehaldia@gmail.com
Alternate Email	ioe-h@hotmail.com
Address	AMLAT, SUTAHATA, PURBA MEDINIPUR, WEST BENGAL 721635
City/Town	HALDIA
State/UT	West Bengal
Pincode	721635

2. Institutional Status	
Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Urban
Financial Status	private
Name of the IQAC co-ordinator/Director	PROF. DEBAJYOTI CHAKRABORTY
Phone no/Alternate Phone no.	03224282196
Mobile no.	9433342310
Registered Email	ioehaldia@gmail.com
Alternate Email	ioehicare@gmail.com

3. Website Address	
Web-link of the AQAR: (Previous Academic Year)	https://www.instituteofeducation-haldia.org/wp-content/uploads/2020/02/AOAR-2016-17.pdf
4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	https://www.instituteofeducation-haldia.org/wp-content/uploads/2020/02/Academic-Calendar-2017-2018.pdf

5. Accrediation Details					
Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.45	2015	03-Mar-2015	02-Mar-2020

6. Date of Establishment of IQAC	29-Nov-2013
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7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Workshop on Teaching Learning Materials	03-Jan-2018 3	75
Preparation of ICT based Materials	16-Aug-2017 2	157
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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	NIL	NIL	2018 0	0
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

6

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

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

Workshop on Teaching Learning Materials. Workshop on how to face Competitive Examination. Teachers to complete Ph. D Students feedback

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

Plan of Action	Achievements/Outcomes
1. Conducting workshop on Teaching Learning Materials 2. Implementation of IQAC recommendation 3. Implementation	1. our faculty members acted as resource person 2. conducted workshop on TLM 3. Swachha - Bharat Avijan 4.

of M. Ed(Two years) 4. To conduct the meeting of IQAC 5. To published a Journal 6. Library books 7. Remedial class 8. Students feedback 9. Orientation program

Permanent affiliation from Vidyasagar University 5. Conducted meetings of IQAC

[View File](#)

14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
B O G	10-Feb-2020

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2017

Date of Submission

10-Jan-2017

17. Does the Institution have Management Information System ?

No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

Institute of Education Haldia is committed to provide the distinctive learning environment and skills, for understanding of self and others, to learn to solve personal and social problems and continually improving the overall performance of the 'Quality Management Systems'. The vision and mission of the Institute is stated below: VISION : "To nurture trainee teachers with inclusion of knowledge, skills, human values, compassion for a better World." MISSION: "To impart value oriented education, skill based training that foster leadership traits of the learners to meet the paradigm shift of Education, Economic Growth and peace."

IOE,H committed to provide the distinctive learning environment for the development of professional competencies and skills, for understanding of self and others, to learn to solve personal and social problems and continually improving the overall performance of the "Quality Management System". The vision and mission of IOE,H are corroborated with the objectives The Bachelor of Education (B.Ed.) programme aims at developing the understanding and competencies required by practising teachers for effective teaching-learning process at the secondary stage. This programme prepares prospective teachers to understand the psychological and sociological aspects of the child's development and also understand his behaviour under different conditions. The

course work combined with rigorous practice of teaching prepares teacher trainees to master the art of teaching and the ability to deal with students based on their individual differences in various classroom situations on the basis of following objectives. 1. To make the student teachers understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that benefit diverse learners and learning contexts 2. To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum. 3. To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom. 4. To enable the student teachers to understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners. 5. To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions. 6. To provide a rich programme of curricular and extra-curricular activities for student teachers for all round development of their personalities as also those of the students whom they teach. Also, the Institution focuses on developing new paradigms and inculcating national values for holistic development of the students. The teaching, learning and evaluation schedules are strictly as per the Academic calendar notified by the West Bengal University of Teachers' Training, Education Planning and Administration (WBUTTEPA). . The institute has well qualified, dedicated and experienced faculty. The pedagogy at IOE, H provides ample opportunities for students to develop into

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
NIL	NIL	25/12/2018	0	0	0

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEd	0	25/12/2018
No file uploaded.		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	0	25/12/2018

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
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0	25/12/2018	0
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	NIL	0
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>The Institute is constantly working for all round development for teaching and learning environment, for availing maximum to the B.Ed.students. The Parents, Guardians, Employers, the practicing Schools of our locality are stakeholders we value their feedback to improve the services offered at Institute of Education, Haldia. Here we are sending a questionnaire for feed back to our stake holders carefully evaluate the different areas of service. The development of any organization, especially B.Ed. College, heavily depends upon a well functioning of feedback system. It requires a thorough preparation to initiate, launch and implement the feedback system. This Institute has been practicing a 3600 feedback system accommodating all the stake holders including staff, students, alumni, employers, parents and practice teaching school, for many years, to help the individuals and organization as a whole, to improve the performance and effectiveness. The feed backs are analysed in faculty meeting and board meetings.</p>

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	100	140	98
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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses

2017	98	0	16	0	16
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2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
80	80	90	3	1	2
View File of ICT Tools and resources					
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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Because of various factors, it is our policy to entertain the hopes and aspirations of students from all over the State - irrespective of caste, sex, religion and financial background. Many of our students from rural areas lack proper academic background and financial back-up. Mentoring of students thus, is an essential feature to render equitable service to all our students having varied background. Student-mentorship has the following aims: • To enhance teacher-student contact hours • To enhance students' academic performance and attendance • To minimize student drop-out rates • To identify and understand the status of slow learners and encourage advanced learners • To render equitable service to students • To monitor the students regularity discipline • To enable the parents to know about the performance regularity of their wards. • To improve of teacher-student relationship • To counsel students for solving their problems and provide confidence • To improve their quality of life. • To guide students to choose right career path for job, higher studies, Entrepreneurship, etc. The institute has followed the suggestion made by QAC, Higher Technical Education Dept., (Govt. of W.B.) to introduce the mentoring system. The importance of integrating the system for enhancing students' performance is a common resolution adopted by a meeting of the teaching faculty. With a wide variation in the student population in regard to educational and economic background, the system promises to provide a better understanding of individual students and bring out their highest potential. It also appears to be the most effective method/weapon for mitigating cases of those students who are vulnerable to drop-out from studies. Design Implementation: The IQAC had taken the initiative of implementing the mentoring of students. Students are categorized based on the streams of studies and also according to their core subjects. They are divided into groups of 10-15 depending on the number of students. Each group is assigned a teacher-mentor who would perform mentoring duties. A Mentoring Format with Guidelines is prepared by the IQAC to ensure uniformity. • Mentors maintain and update the Mentoring Format which contains space for entering particulars and performance of students (class tests, monthly attendance records, etc.) • After collecting all necessary information, Mentors are expected to offer guidance and counselling, as and when required. • It is the practice of Mentors to meet students individually or in groups. • In isolated cases parents are called for counselling/special meetings with the Principal at the suggestion of the Mentor. • If a student is identified as having weakness in particular subject, it is the duty of the Mentor to apprise the concerned subject teacher. Uniqueness: The institutional practice of Mentoring System has been designed and implemented – • to be student-centric • to render equitable service to students of varied academic financial backgrounds Constraints: With the introduction of continuous assessment under the Semester System, time factor could be a constraint for Mentors. Evidence of Success Though the system has only been implemented in the last few

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
198	16	12:1

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
17	17	0	0	2

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National,

International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2017	NIL	Professor	NIL
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BEd	NA	2017-2018	28/06/2018	02/08/2018
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The evaluation of the students on the basis of examinations is an integral part of the teaching-learning process. As per the guidelines issued by university B.A. Sem.-I and Sem.-II along with B.Com. Sem.-I and Sem.-II exams were conducted at college level in 2016-17 and 2017-18. The semester examinations are conducted in the college on behalf of the university. The question papers of examinations are designed and provided through online mode by the university. Institutional Reforms The college also follows criteria for internal college evaluation system. The college displays all the circulars on notice boards from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to students at the beginning. The faculties provide extra guidelines and counseling to students. Thus, the system provides ways and means to ensure its creditability and reliability. The following are the evaluation processes are also implemented by the college: 1. Seminar: Seminars are conducted for all students. Students are asked to present seminars in classroom on select and assigned topics related to subject. Presentation skills, subject knowledge, communicative ability, responses given to questions are the criteria to evaluate the class and students. In 15th and 16th March an international seminar was conducted on- Structural change in Teacher Education: Issues and Concerns of Innovative Practices. 2. Group Discussion: Students are assigned current issues for group discussion, which is arranged by respective subject teachers in order to evaluate the students. Student's subject knowledge, general awareness, oratory and vocabulary skills, social awareness etc. are evaluated through group discussion and marks are given as per participation and performance. It helps to motivate the students and enhance knowledge by sharing thoughts among themselves. It was observed on 22nd February. 3. Semester Examination: As per the university guidelines first and second year students appear for the semester examinations. 4. Computer Practical Exam: It is mandatory to conduct computer practical exams for Sem-iv. Computer practical exams are conducted in college in accordance with prescribed syllabus. In this activity, a theory exam is conducted and student has to face viva-voce along with computer practical as suggested by external examiner. Answer scripts are assessed by external examiner. The results and marks of practical are conveyed to university as per schedule. This practical exam is strictly conducted with adherence of university rules. It was supervised by university external examiner on 28.06.18.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

Every academic calendar contains dates when students can register, cancel, withdrawal, and drop classes. But, one's main reason for an academic calendar will be to schedule her/his time and use time management. Academic calendars, as defined by People Soft Campus Solutions, "are systems by which you define the landmark dates that drive much of the day-to-day business at the academic institution." Universities and schools calendar deadlines for when payments are due and when financial aid needs to be submitted. Other data-driven information includes the first and last day of class, class breaks like holidays, and graduation commencements. An academic calendar is to keep students, faculty, and staff reminded of key dates throughout the academic semester and year. It can also be useful for prospective students, alumni, and parents as well. A traditional academic calendar is based solely on term and session structure. For each academic career at the academic institution, one must define at least one academic calendar. Thus, one can potentially have as many academic calendars as you have academic careers. For each academic calendar, one must define the cancel, withdrawal, and drop deadlines for each session within each term of an academic career. Because each academic career within an academic institution has its own academic calendar, s/he can define different landmark dates for each academic career. Thus, the dates on the academic calendar for that academic career and term combination drive the students academic program.

Maintaining above principles we are preparing our academic calendar at the beginning of the session i.e. July. Conduct examination without fear: The fear originates in the conviction that failure will have enormously significant consequences, and in the feeling that one has no control over the outcome and that there is therefore no way to avoid failing. Usually, this fear develops while one is actually engaged in learning for the exam. Anxiety clearly was of use over the course of evolution, but when it comes to tests, it actually became an unfortunate feature of the human psyche. Anxiety is a normal human feeling that is part of life and can often serve as a good form of adrenaline.

Exam anxiety is: 1. Excessive worry about upcoming exams 2. Fear of being evaluated 3. Apprehension about the consequence POSSIBLE CAUSES (I)

Environmental Causes 1. High expectations of parents 2. Constant comparison with other kids 3. Fear of teachers (II) Poor studying styles: 1. Inefficient: 1. Irregular coverage of the entire syllabus 2. Trying to memorize the course book 2. Ineffective: 1. Reading without understanding the topic 2. Unable to recollect the material (III) Psychological factors: 1. Feeling little or no control over the exam situation 2. Negative thinking and self-criticism 3. Irrational thinking about exams and outcomes 4. Irrational beliefs If I dont pass, my (family/boyfriend/girlfriend/friends) will lose respect for me 5. Irrational demands I have to get at least 98 or I am worthless. HOW TO PREPARE WELL FOR AN EXAMINATION

Fortunately, there are several methods that one can adopt to reduce examination stress, which will not only help to get higher grades but also improve overall mental health. 1. Regular Studies Develop good study habits- ATTEND classes regularly, finish all the assignments on time, make notes properly and be an actively engaging student in school. 2. Don't Undermine the Importance of Diet - Be careful about diet during the exams. A diet lacking in essential nutrients can put a major dent in preparations make feel nauseated, SLEEPY OR overstressed during the crucial hours. 3. Support - Take short breaks in between and spend some quality time with family share feelings and state of mind with them. Spending time with the family can turn out to be a major stress buster. 4. Set a Study Time: Lastly, drawing up a schedule will help to make the most of study time. Set aside a time for studies and follow it meticulously. Keep it flexible so that one can make the necessary adjustments. 5. Stay focused: Concentrate on studies, not others during the examination time. Avoid talking with other students about the subject before an

examination. 6. Use Mnemonics: Mnemonics are the techniques of memorization. One can make chart, rhymes or phrase to memorize lessons. 7. Practice Deep Breathing Regularly - Meditation is one of the best medicines that can reduce anxiety. Make a habit to Meditate at least 10 minutes per day. It surely increases concentration power. 8. Consult Psychologist: If anxiety becomes uncontrollable, don't hesitate to consult a psychologist or therapist. CBT (Cognitive Behavioural Therapy) is pretty effective in treating anxiety disorders. Through above maintaining ways we are trying heart and soul to reduce exam-fear of the students.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.instituteofeducation-haldia.org/wp-content/uploads/2020/02/Program-outcomes-program-specific-outcomes-and-course-outcomes-for-all-programs-offered-by-the-institution-are-stated-and-displayed-in-website-of-the-institution.pdf>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
NIL	BEd	EDUCSATION	100	100	100

[View File](#)

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://www.instituteofeducation-haldia.org/wp-content/uploads/2020/02/STUDENT-SATISFACTION-SURVEY-ON-INSTITUTIONAL-PERFORMANCE.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	0	0	0	0

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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
0	0	25/12/2018

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
0	00	0	25/12/2018	0

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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
0	0	0	0	0	25/12/2018
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
0	0	0

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
0	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Education	28	0
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
EDUCATION	1
View File	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
0	0	0	2017	0	0	0
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
0	0	0	2017	0	0	0
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	13	6	1	0
Presented	0	4	0	0

papers				
Resource persons	0	2	0	0
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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
0	0	0	0
No file uploaded.			

3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
NIL	NIL	NIL	0
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
NIL	NIL	NIL	0	0
No file uploaded.				

3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
NIL	NIL	NIL	0
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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
NIL	NIL	NIL	25/12/2018	25/12/2018	0
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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers
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			participated under MoUs
NIL	25/12/2018	NIL	0
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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
3800000	2910204

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
NIL	Partially	0	2020

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	6600	468527	71	10013	6671	478540
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIL	NIL	NIL	25/12/2018
View File			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	28	22	27	27	1	2	1	2	0
Added	0	0	0	0	0	0	0	0	0
Total	28	22	27	27	1	2	1	2	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

2 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	NIL

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
697000	400830	1225000	545087

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

A. Monitoring Laboratory To maintain our various laboratories we have done the following activities- Cleaning Lab cleanliness is one of the easiest, most affordable and most obvious ways to keep your lab in great shape but surprisingly is often overlooked. We maintain- • Carry out a daily wipe down of all equipment exteriors • Carry out a weekly deep clean of all equipment Calibration Failure to regularly calibrate equipment can lead to a lack of accuracy with your data which could end up disrupting entire experiments We maintain- • Carry out an inventory of equipment and decide which is most suitable for each item - from basic preventative maintenance to more advanced accuracy verification.. Repairs From time to time, lab items will wear out and stop working. But, rather than immediately disposing of faulty equipment, take the time to see if parts could be replaced or items can be repaired instead. It's likely that equipment can be updated and maintained rather than simply disposed of. Refurbishment For faulty equipment, repairing can be invaluable but if items still work, just not as smoothly as before, refurbishment could hold the key. If we're looking to refurbish older items of equipment, then consider carrying out the following process: • Take the entire piece of equipment apart • Fully clean each component • Where necessary polish components

B. Monitoring Library To maintain our library we have done the following activities- • Return library materials in the same condition as you received them. Handle them gently. Do not mark, highlight or underline in books. Do not cut out pages or pictures. Be sure to return all items (CDs, maps, patterns, etc) included with the book. • Let Circulation know if an item needs to be repaired. • Keep food and drink away from your items. • Keep library materials away from pets, especially teething puppies! • If returning items through the book drop, drop them in gently, one at a time.

C. Monitoring Sports Complex Regarding the maintenance of sports complex Games and Sports in charge consulted outsource coaches. In their guidance accommodates are arranged. During the session 2017-18 college had organised 100 mts Race, Long Jump, Discus Through, Hitting the Wicket(for Boys Girls) short put, ping pong ball balance, and Musical Chair and Spoon Race(for Girls) etc.

D. Monitoring Computer room Centralized computer laboratory established by own funds and more funds are used to maintain computers in the college. Computer maintenance through as and when necessary is done regularly and non-repairable systems are disposed off.

E. Monitoring Classroom To maintain our classroom we have done the following activities- 1.Promoting Good Methods of Classroom Discipline Helping students to govern their own behavior in ways that help them learn is a longstanding goal of all teachers. 2. Know school guidelines for discipline procedures. 3.Be fair, positive and consistent. Be the kind of person young people can like and trust-firm, fair, friendly, courteous, enthusiastic and

confident. Keep your sense of humor. 4. Provide a list of standards

<https://www.instituteofeducation-haldia.org/wp-content/uploads/2020/02/Procedures-and-policies-for-maintaining-and-utilizing-physical-academic-and-support-facilities-laboratory-library-sports-complex-computers-classrooms-etc..pdf>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	00	0	0
Financial Support from Other Sources			
a) National	0	0	0
b) International	0	0	0
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
NIL	25/12/2018	0	0
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2017	NIL	0	0	0	0
View File					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
NIL	0	0	NIL	0	0
View File					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2017	0	NIL	NIL	NIL	NIL
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	0
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
NIL	0	0
View File		

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2017	NIL	National	0	0	0	NIL
View File						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

STUDENT COUNCIL DR. BHABESH PRAMANIK, MRS MAULEENA BERA PATTANAYAK, MR. ARNAB JANA, STUDENTS: CHANDAN KARAN, AMIT KUMAR SARDAR, SOVAN DAS, PIU BHOWMIK, RITUPARNA GURIA The Education Act, 1998 recognizes that Student Councils are an increasingly common feature in post primary schools and have worked to the benefit of many schools. The Act seeks to extend the success of this model to other post-primary schools throughout the country. The student council helps to share students' ideas, interests, and concerns with Teachers and Principals. They often also help raise funds for institute-wide activities, including social events, community projects, helping people in need and institute reform. Most institutes participate in food drives, fundraisers and parties. Many members learn skills that were an extension of their formal education. Our institution has a student council comprising of student representatives both from male and female side with representation of Teaching and non-teaching staff under the chairmanship of the Principal of the institution and a senior faculty as its Convener. It performs the activities like Saraswati Puja, Saradiya Utsab, and Observance of the Birthdays of great persons, Days of National International importance, etc. Along with the help of a local hospital, we organized a Blood Donation Camp and invited the parents of all students of the school for this cause. Those who were eligible to donate blood did so. We are organizing regular council discussions so that we dont miss out on anything going on in the institute including representatives from all grades.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

12

5.4.3 – Alumni contribution during the year (in Rupees) :

10900

5.4.4 – Meetings/activities organized by Alumni Association :

01

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The Institute of Education, Haldia is one of the premier co-educational self Financed College, under WBUTTEPA, serving students community of the State of West Bengal. The student community of the college mostly belongs to different socio-economic background, Giving different intellectual, social and cultural, values, The Institution takes care for all round development and growth of its students. The governing development body of the college monitors each and every step and policy taken by the authority and sanctions them to govern, maintain and implement healthy and suitable academic environment. The head of the institution (Principal) implements the decision and policies of the management and the teaching and non teaching staff closely work with him for attainment of greater interest. Our Vision : The Vision of the Institution is to transforms it from mere an Institution of higher education to a centre of excellence for all round development of human resources contributing towards the nation building process. It aims at imparting value and skill based, knowledge oriented education aspiring to make the students worthy citizens of the nation. Our Mission : To realize its long term vision the Institute endeavours to take up the following missionary initiatives to : • Provide quality education to students without any discrimination of caste, creed, religion and social economic status. • Empower the students with relevant knowledge and skill and competence to lace the upcoming challenges in life. • Grow a sense of responsibility among the student community through sensitivity to ward to society. N. B.: (Online admission, Academic calendar, Syllabus, curriculum).

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	As a part of digitization of Government initiated by both central and state Government, the University has decided to start fully functional and transparent online Admission system and also to create a centralized Digital

	<p>database of students. After the Completion of selection lists are uploaded by the hostel super vision committee, in college Web- site, the hostel supervisors look after the admission process of the hostels with the support of the office staff.</p>
Human Resource Management	NIL
Library, ICT and Physical Infrastructure / Instrumentation	NIL
Research and Development	1 staff got Ph.D from University Kalyani, West Bengal
Examination and Evaluation	<p>The management of the Institute to allowstue policy of decentre lization by giving opportunity to participate by different stake holders to the Institution. The Governing Body is Constituted with a president nominated by University (WBUTTEPA) / The Govt. Principal of the college is the ex official secretary of the Governing Body two members are nominated by the affiliating University, two members elected / selected form the teaching staff, there members from the guardians and the librarian as the Ex- officio members as per direction issued by the Govt. The college has an Academic Council waereall the heads of the Institute and the Ex- officio members. All matters related to admission, curriculum, syllabus, routine and academic calendar are discussed in the meetings of the council before finalization. Policy matters and decisions are communicated to the faculty members through the departments by the authority and IQAC . the college administration is headed by the principal are assisted by a non-teaching staff apart form academic Council and IQAC, the college are 20 different committees / Cells / Board / Councils to handle issues efficiently.</p>
Teaching and Learning	<p>The Institute of Education, Haldia is one of the premier co-educational self Financed College, under WBUTTEPA, serving students community of the State of West Bengal. The student community of the college mostly belongs to different socio-economic background, Giving different intellectual, social and cultural, values, The Institution takes care for all round development and growth of its students. The governing development body of the</p>

college monitors each and every step and policy taken by the authority and sanctions them to govern, maintain and implement healthy and suitable academic environment. The head of the institution (Principal) implements the decision and policies of the management and the teaching and non teaching staff closely work with him for attainment of greater interest. The Vision of the Institution is to transforms it from mere an Institution of higher education to a centre of excellence for all round development of human resources contributing towards the nation building process. It aims at imparting value and skill based, knowledge oriented education aspiring to make the students worthy citizens of the nation. To realize its long term vision the Institute endeavours to take up the following missionary initiatives to :

- Provide quality education to students without any discrimination of caste, creed, religion and social economic status.
- Empower the students with relevant knowledge and skill and competence to lace the upcoming challenges in life.
- Grow a sense of responsibility among the student community through sensitivity to ward to society.

Curriculum Development

The management of the Institute to allowstue policy of decentre lization by giving opportunity to participate by different stake holders to the Institution. The Governing Body is Constituted with a president nominated by University (WBBUTTEPA) / The Govt. Principal of the college is the ex official secretary of the Governing Body two members are nominated by the affiliating University, two members elected / selected form the teaching staff, there members from the guardians and the librarian as the Ex- officio members as per direction issued by the Govt. The college has an Academic Council waereall the heads of the Institute and the Ex- officio members. All matters related to admission, curriculum, syllabus, routine and academic calendar are discussed in the meetings of the council before finalization. Policy matters and decisions are communicated to the faculty members through the departments by the authority and IQAC . the college

administration is headed by the principal are assisted by a non-teaching staff apart from academic Council and IQAC, the college are 20 different committees / Cells / Board / Councils to handle issues efficiently.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
<p>Planning and Development</p>	<p>The Institute of Education, Haldia is one of the premier co-educational self Financed College, under WBUTTEPA, serving students community of the State of West Bengal. The student community of the college mostly belongs to different socio-economic background, Giving different intellectual, social and cultural, values, The Institution takes care for all round development and growth of its students. The governing development body of the college monitors each and every step and policy taken by the authority and sanctions them to govern, maintain and implement healthy and suitable academic environment. The head of the institution (Principal) implements the decision and policies of the management and the teaching and non teaching staff closely work with him for attainment of greater interest.</p>
<p>Administration</p>	<p>The management of the Institute to allow policy of decentralization by giving opportunity to participate by different stake holders to the Institution. The Governing Body is Constituted with a president nominated by University (WBUTTEPA) / The Govt. Principal of the college is the ex officio secretary of the Governing Body two members are nominated by the affiliating University, two members elected / selected from the teaching staff, there members from the guardians and the librarian as the Ex- officio members as per direction issued by the Govt. The college has an Academic Council where all the heads of the Institute and the Ex- officio members. All matters related to admission, curriculum, syllabus, routine and academic calendar are discussed in the meetings of the council before finalization. Policy matters and decisions are communicated to the faculty members through the departments by the authority and IQAC . the college</p>

	administration is headed by the principal are assisted by a non-teaching staff apart form academic Council and IQAC, the college are 20 different committees / Cells / Board / Councils to handle issues efficiently.
Finance and Accounts	Finance and Accounts verify by External Authority.
Student Admission and Support	As a part of digitization of Government initiated by both central and state Government, the University has decided to start fully functional and transparent online Admission system and also to create a centralized Digital database of students. After the Completion of selection lists are uploaded by the hostel super vision committee, in college Web- site, the hostel supervisors look after the admission process of the hostels with the support of the office staff.
Examination	Make a part of WBBUTTEPA, West Bengal

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2017	NIL	NIL	NIL	0
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2017	NIL	NIL	25/12/2018	25/12/2018	0	0
No file uploaded.						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
NIL	0	25/12/2018	25/12/2018	0
No file uploaded.				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
00	00	00

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

NIL

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
00	0	00
No file uploaded.		

6.4.3 – Total corpus fund generated

00

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	SELF	Yes	IQAC
Administrative	No	SELF	Yes	IQAC

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

NIL

6.5.3 – Development programmes for support staff (at least three)

NIL

6.5.4 – Post Accreditation initiative(s) (mention at least three)

seminar workshop short term course

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
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2017	Preparation of ICT based Materials	16/08/2017	16/08/2017	17/08/2017	54
2018	Workshop on Teaching Learning Materials	03/01/2018	03/01/2018	05/01/2018	64

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Women Empowerment Programme	24/01/2018	24/01/2018	165	21
Gender Equity Programme	31/01/2018	31/01/2018	157	22

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
NA

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	No	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2017	1	1	19/12/2017	1	SAVE DRIVE SAVE LIFE	INSTITUTE OF EDUCATION, HALDIA	163
2017	1	1	23/01/2018	01	BLOOD DONATION CAMP	INSTITUTE OF EDUCATION, HALDIA	158

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
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NIL	25/12/2018	NIL
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7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
HUMAN VALUES	01/02/2018	01/02/2018	135
HUMAN ETHICS	05/02/2018	05/02/2018	141
View File			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. TREE PLANTATION, 2. PLASTIC FREE CAMPUS, 3. ECH CLUB, 4. JAL SHAKTI AVIZAN, 5. ENVIRONMENTAL AWARENESS CAMP

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Activity No 1 1) Title of the Activity: Reporting, Importance of the day and National Anthem by Students every day at the beginning of the class. 2) Goal: a) Reporting is written by the students of B.Ed. based on the previous day classes taken by the professor/s according to the time-table. Summary of the topic methodology adopted by the teacher are also written in this reports. b) Importance of day: Each and every day has National as well as International value, Keeping on that point in mind we have introduce it. Each every students have to write National International value of that particular day in one page. c) National Anthem: to set up mind in the class we introduce national Anthem sung by both students teachers in class. This will make students motivate commitment on lesson. Total three activities will complete with in 15 minutes maximum (10.45A.M. -11.00A.M) 3) The Context: From Reporting we early understand the class performance of the teacher as well as student because they habituated with report writing which is beneficial for further development and career. From importance of the Day: We easily not down the impotence of day in National as well as International perspectives which is beneficial for their knowledge development. National Anthem: We easily noticed that our National anthem "Jana Gana mono..." is ranked number one in world by UNESCO. We conclude our entire reporting programme through National Anthem sung by both teacher and students presented in the class room. 4) The practice: Reporting is made by the students about the previous day's class activities, summarization of the topic and methodology. In reporting time at least 5-10 students out of 100 students are to come to the dais and read out the report in front of their friends, 100 students makes report every day and with in 15 and 20 days every students also read out their report at list once. Importance of the day is followed by reporting programme. Some other students discuss the National and International impotents of the particular day. This practice will go the awareness of students about the value of that particular day. National Anthem is jointly sung by student and teacher of the institute before starting the class activity. This will motivate learners towards lesion. 5) Evidence of success There are specific success observed among student such proper communication, proper pronunciation and writing skill. This habit develops their writing ability with proper structure. The main objective is to develop their writing ability and summarization or synopsis of the fact. The paper writing can help them in future for research or research oriented works. These three practices i.e. reporting, importance of the day, National Anthem will play great role in teachers training college. The main target is to develop I. Language and vocabulary II. Synopsis/ summary writing III. Importance of the day in National International level. IV. Motivate the learners through National Anthem. After observation of two years we can say that the result is positive. 6) Problems encounter and resource required Required: The main problems of this programme

is absentee students. Those who are absent in the class, they are unable to prepare REPORT AND submit in next day or the particular day they join the class. Major student have low voice quality they cannot reach the student of last bench properly. For development of voice quality language laboratory and proper software is needed. And it is needed financial help / assistance from college fund of any other sources. Not only funding can help or solve the problem in language laboratory proper trainer is needed for betterment of the students. Activity No 2 1. Title of the Practice: Seminar cum workshop on Micro Teaching, Macro Teaching, Achievement Test Preparation of Teaching-learning material etc. 2. Goal: Seminar cum workshop Micro Teaching, Macro Teaching Achievement Test and Teaching - Learning material etc. Can help student proper preparation of Micro lesson plan, Macro lesson plan construction of question paper with proper blue print and Scoring key and preparation of low cost Teaching learning material which will help them in real classroom teaching in real situation. All these activity are basically related to practice Teaching.

Before going to the practice teaching school it is very important to make lesson plan on Micro Macro teaching, Achievement Test construction and TLM preparation. 3. The context:- I. Micro Teaching: It is basically designed on different Teaching skills prescribed by the W.B.T.T.U.P.A. with different component related to particular teaching skill. In first session Teachers are demonstrate different skill (According to the time table) and also orient with different subject. After completion of the first session student will make a draft Micro lesson plan with the guidance of the subject teacher. After completion of their draft Micro lesson they submit it to the specific subject teacher for convection necessary classes. II. Macro Lesson Plan:- After plasticising different skills through Micro Lesson, we progress to Macro Lesson through workshop. On particular day it is a organised and demonstrated by different Teaching in different areas of Macro Lesson plan such as Introduction/ Exposition, Presentation, Evaluation, Making of TLM determining behavioural objectives etc. It was one day programme. After competition students came and make a draft Macro plan guided by different subject teachers.

After completion of the draft Macro lesson plan they submitted it to the subject for correction. III. Achievement Test: One day workshop will be conducted on Achievement Test for making errorless question paper through Blue print. Different position of this Test after completion of the workshop students are prepared a draft blue print and submitted to the subject Teacher for necessary classes. IV. TLM:- Low cost TLM preparation also done through one day workshop by different teachers papers, Thermocol, cardboard, Plastic, Plaster of Paris are basically raw materials. After completion of the students are trying to make low cost TLM according to their subject and lesson and submitted to the subject teacher.

4. The Practice: - I. Micro Teaching:- In our institute Micro teaching was practiced by the students through different skills in simulated situation or we can say that simulated Micro teaching was practiced here. All student are divided into 10 groups with one supervisor (teaching Education) who observed the entire demonstration of the particular skills and other completion of the demonstration he/ she gave him/ her constructive criticism with the help of the per group. After completion all skills (As provided By W.B.T.T.P.A.) successfully students are easily convert/ transfer their idea into Macro level. II. Micro Lesson:- Macro lesson plan is basically useful in classroom situation. Here we arranges divided our students into from groups i.e. Language, social studies, Science and Mathematics. They demonstrate their lesson in presence of the subject teacher After completion of his/her demonstration subject teacher discussed his /her positive/negative sides of their teaching mentioning the areas of improvement in future. This activity have a positive impact our students. After successful completion of the classroom demonstration in different lesson (s) They are again quite confidence in teaching and they are able to cope up the new situation which is real. III. Achievement Test: Achievement Test is Practiced through workshop for

betterment in preparation of ideal question paper. The respective Teacher schools there Unit and submit division and marks allocation with different types of questions (Essay, Short Answer and very short Answer) according to Revised Bloom's Taxonomy. After completion of the workshop students are able to distribute the marks according sub-units of any topic and after making proper blue print they are able frame are ideal questionnaire where biasness of the teacher is not present.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://www.instituteofeducation-haldia.org/>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Mission: To make Institute of Education, Haldia a Centre of Excellence after being an accredited institution by the National Assessment and Accreditation Council (NAAC) and to open Post-graduate Level and Research based Teacher Education Programmes (M.Ed and M.Phil, Ph.D in Education) for producing competent and prospective teachers for secondary, higher secondary and higher levels education. Vision: • To facilitate the trainees for their active participation in the teaching- learning transaction by accepting learning as a meaning making process. • To teach and train the trainees to give equal priority on both scholastic and non-scholastic areas of learning along with learning and practice of teaching skills focusing on Micro Teaching Skills. • To encourage and stimulate both trainees and faculty for organization of and active participation in Seminars, Workshops, Conferences with the purpose of coming out with healthy practices both in instructional and research perspectives. • To undertake Action Research Projects basing on the classroom, organisational climate and community related problems having bearing on teaching-learning directly and indirectly. • To inspire the faculty for pursuing higher research degree programmes, faculty and career improvement programmes and publications for creating and maintaining research culture in the institution consistently. • To do proper planning and management of the institution for opening M.Ed and M. Phil, Ph.D in Education Programmes in a long-term perspective. • To act as a Centre for Extension Activities and Consultancy Services. • To remain in touch with the state, national and international level Educational Agencies in the field of Teacher Education for ensuring quality and transparency.

Provide the weblink of the institution

<https://www.instituteofeducation-haldia.org/>

8.Future Plans of Actions for Next Academic Year

Mission - The Main Guidelines Harmonising broader academic activity and the local community Creating environmental awareness Creating consciousness of basic human rights and entitlements Focusing on rural economy and the need and aspirations of the youth in the region Promoting inter-disciplinary research and a balance between basic and applied research programmes Extending its reach and ensure access Visions for the Future To encourage student enrolment from among weaker sections, even beyond the reservation limit To establish a finishing school and training centre and exposure of the students passing out so that they become readily employable in specific fields To introduce PG courses in non-conventional subjects and short-term utility courses having job potentiality To establish a strong partnership between the university and industry houses To explore academic exchange with more and more academic institutions of repute To improve the existing infrastructure - both academic and physical To create

natural ambience by developing the vast green campus not only through beautification programme but also by generating resources