



## Yearly Status Report - 2018-2019

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>		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
City/Town		HALDIA
State/UT		West Bengal
Pincode		721635
<b>2. Institutional Status</b>		

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)	<a href="https://www.instituteofeducation-haldia.org/wp-content/uploads/2020/03/AQAR-2017-2018-1.pdf">https://www.instituteofeducation-haldia.org/wp-content/uploads/2020/03/AQAR-2017-2018-1.pdf</a>
<b>4. Whether Academic Calendar prepared during the year</b>	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="https://www.instituteofeducation-haldia.org/wp-content/uploads/2020/03/Academic-Calendar-2018-2019.pdf">https://www.instituteofeducation-haldia.org/wp-content/uploads/2020/03/Academic-Calendar-2018-2019.pdf</a>

### 5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	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

### 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
Library Automation System	01-Jan-2019 6	200

7. Cultural Activities	07-Feb-2019 2	108
6. Games and sports	21-Jan-2019 1	175
5. Plan to aware about environmental consistence (tree plantation)	05-Jun-2019 1	72
4. Educational Tour	12-Apr-2019 5	76
3. Ramp recomendation for PWD	10-Apr-2019 1	2
2. ICT	05-Feb-2019 2	75
1. TLM Related to Micro and Macro 2. ICT 3. Ramp recomendation for PWD 4. Educational Tour 5. Plan to aware about environmental consistence (tree plantation) 6. Games and sports 7. Cultural Activities Library Automation System	10-Jan-2019 2	70
<a href="#">View File</a>		

**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	2019 0	0
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<b>9. Whether composition of IQAC as per latest NAAC guidelines:</b>	Yes
Upload latest notification of formation of IQAC	<a href="#">View File</a>
<b>10. Number of IQAC meetings held during the year :</b>	8
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	<a href="#">View File</a>

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
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**12. Significant contributions made by IQAC during the current year(maximum five bullets)**

1 Encouraging teachers to adopt constructivist teaching approaches in classrooms.  
 2 Obtain Students Random Feedback 3 Skill Development Programme 4 Focus on ICT based Learning 5 Organised Educational Visit for student teachers

[View File](#)

**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	Achivements/Outcomes
To conduct the meeting of IQAC Plan for Educational Trip and Tour Practice to reform and improve the students success rate plan to organize Sports and Cultural activities Plan to organize Extra classes and guidance for preparation of NET, SET, TET Plan to aware about Environmental Constraint Organisation of Seminars / Workshops	Conducted 4 meetings of IQAC in a year Visiting various educational places for taking first hand knowledge Various practice such as regular class test, question bank / remedial classes for slow learners and assignments for advance learners Students have actively participated in sports and cultural activities conducted by institute Providing coaching and guidance on NET, SET and TET Organize a plat by students regarding Enviroment awareness. Plantation of trees by students in campus and nearby areas Seminars / Workshops at institutional level were organized on different themes
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14. Whether AQAR was placed before statutory body ?	Yes
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Name of Statutory Body	Meeting Date
B O G	27-Feb-2020

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
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16. Whether institutional data submitted to AISHE:	Yes
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Year of Submission	2020
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Date of Submission	13-Feb-2020
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

Introduction The Institute of Education is yearly working for all round improvement in its teaching and learning process, in order to give the maximum benefit to the teacher trainees (B.Ed. students). The Parents, Guardians, Employers, of our students, the Schools of our locality where the B.Ed. students are sending for practice teaching are also our stakeholder; we value their feedback to improve the services offered at Institute of Education, Haldia. The outcomes of previous year are implemented and the feedback questionnaire is modified according to the recommendations of higher authority. 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 Institute has made it a practice to conduct all faculty meeting, where the ways and means of enhancing the curriculum, academic discipline, Teaching Learning process, and Research and Extension activities are discussed. During such meetings, the individual faculty members express their honest opinion on the teaching learning process; research and extension activities and the same would be debated and discussed. The appropriate suggestions are put forward to the respective Secretary for implementations. The faculty members get representations in the Board of Studies, Academic Advisory Committee and Academic Council, where the staff members are getting ample opportunities to give feedback, on both curriculum and teaching learning process.

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	25/12/2019	0	00	NIL

**1.2 – Academic Flexibility**

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
BEEd	NIL	25/12/2019
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	NIL	25/12/2019

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
NIL	25/12/2019	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

The Institute has made it a practice to conduct all faculty meeting, where the ways and means of enhancing the curriculum, academic discipline, Teaching Learning process, and Research and Extension activities are discussed. During such meetings, the individual faculty members express their honest opinion on the teaching learning process research and extension activities and the same would be debated and discussed. The appropriate suggestions are put forward to the respective Secretary for implementations. The faculty members get representations in the Board of Studies, Academic Advisory Committee and Academic Council, where the staff members are getting ample opportunities to give feedback, on both curriculum and teaching learning process. Students Feed Back Analysis: Whenever a course is offered by the institute, the students would be required to give the feedback at the following intervals • First feedback after the beginning of semester • Second feedback at the end of semester Alumni Feed Back Analysis: This institute enjoys a strong and healthy association with the Alumni. As the alumni is found to be the brand ambassador(s) of our institute, the feedback, of the Alumni taken by questionnaire which prepared by the expert team and covers the areas of college status, examination system, facilities, available, alumina association, communication with alumni etc. Employers Feed Back Analysis: Employer feedback on the programs offered are given due significance and accordingly, the

contents of the program are modified / revised. The employers also make representation in the various school level advisory committees, in which the attainment of program outcome, teaching-learning process etc., are discussed. Parents Feed Back Analysis: Feedback obtained from the parents is considered as vital for the development of any educational institution. Parents' feedback is taken from approximately 25 parents about the curriculum and the institution for the year 2017 to 2018. Majority of the parents expressed that the simplicity and fairness of the admission procedure is excellent. Academic discipline in terms of timely conduct of lectures, practical and other activities is highly appreciated by them Teachers Feed Back Analysis: Feedback on various aspects of curriculum is sought from 30 employee teaching and non-teaching faculty members of Institute of Education Haldia. The aspects such as provision of adequate time and resources for framing syllabus, coverage of both theoretical and practical components in the syllabus, the coherence of the syllabus with Programme Outcomes, involvement of the field experts while designing the syllabus, focus on necessary technical/ teaching skills, ensuring components that inculcate ethical values, enlisting reference books, focus on flexible curriculum based on current trends, updated elective courses etc.

## 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	118	100
<a href="#">View File</a>				

### 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
2018	100	0	16	0	0

### 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
16	11	32	3	1	2
<a href="#">View File of ICT Tools and resources</a>					
<a href="#">View File of E-resources and techniques used</a>					

#### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Student Mentoring System 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 counseling/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

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
16	16	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
2018	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	00	2018-2019	21/06/2019	13/09/2019
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### 2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

Reforms in Continuous Internal Evaluation (CIE) system at the institutional level Response: University Reforms: 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 2017-18 and 2018-19. 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 25th, 26th and 29th March a seminar was conducted on- Micro Lesson Plan -Theory and Practical. 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 16th February, 2019. 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 08.06.19.

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

Preparing Academic Calendar: 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

## 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/2020/03/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
0	BED	EDUCATION	92	91	99
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## 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/2020/03/STUDENT-SATISFACTION-SURVEY-ON-INSTITUTIONAL-PERFORMANCE-1.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
NIL	NIL	25/12/2019

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
NIL	NIL	NIL	25/12/2019	NIL
No file uploaded.				

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
NIL	NIL	NIL	NIL	NIL	25/12/2019
No file uploaded.					

### 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
00	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	6	5.75
<a href="#">View File</a>			

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
<a href="#">View File</a>	

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
NIL	NIL	NIL	2018	0	NIL	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
NIL	NIL	NIL	2018	0	0	NIL
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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	11	3	0	0
Presented papers	11	2	0	0
Resource persons	1	1	0	0
<a href="#">View File</a>				

### 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
NIL	NIL	0	0
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#### 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
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#### 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
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### 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	25/12/2019	25/12/2019	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 participated under MoUs
NIL	25/12/2019	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
585000	542267

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
<a href="#">View File</a>	

### 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
KOHA	Partially	19.11	2019

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	6671	478540	57	8950	6728	487490
<a href="#">View File</a>						

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	25/12/2019
No file uploaded.			

### 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
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#### 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	<a href="#">NIL</a>

### 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
543936	246801	831581	270809

#### 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 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. • Keep food and drink away from your items. • Keep library materials away from pets, especially teething puppies!

**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. Keep your classroom orderly. Maintain a cheerful and attractive classroom rather than a disorderly one which might encourage disruptive behavior.
5. Get to know your students. Learn their names quickly and use them in and out of class. .
6. Learn the meaning of terms, especially slang, used by students.
7. Begin class on time and in a professional manner.
8. Make learning fun. Make education interesting and relevant to the students' lives.
9. Praise good work, good responses and good behavior.
10. Be mobile, moving around the room as

<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	College subsidy	13	540000
Financial Support from Other Sources			
a) National	Post Matric Scholarship, government of west Bengal (Backward classes welfare department and tribal development)	29	254040
b) International	NA	0	0
<a href="#">View File</a>			

#### 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	25/12/2019	0	0
<a href="#">View File</a>			

#### 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	Number of students who have passed in the comp. exam	Number of students placed

			activities		
2018	NET	20	20	0	0
<a href="#">View File</a>					

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
NA	0	0	NA	0	0
<a href="#">View File</a>					

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

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2019	0	NIL	NIL	NIL	NIL
2018	0	NIL	NIL	NIL	NIL
<a href="#">View File</a>					

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	2
<a href="#">View File</a>	

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

Activity	Level	Number of Participants
SPORTS CULTURAL ACTIVITIES	INSTITUTE	30
<a href="#">View File</a>		

## 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/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	NIL	National	0	0	0	NIL
2019	NIL	International	0	0	0	NIL
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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 M. Sannigrahi, Prof. P. Samanta, Prof. U. Betal, STUDENTS: Sukhendu Mondal, Soumya Kanti Kumar, Atanu Bikash Mandal, Soumya Jana. 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:

10

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

12000

5.4.4 – Meetings/activities organized by Alumni Association :

02

### 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 transform

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.

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 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.
Industry Interaction / Collaboration	NIL
Human Resource Management	NIL
Library, ICT and Physical Infrastructure / Instrumentation	Library run by software and make the access programmes maintain by the computer, ICT and Physical infrastructure available in the institution.
Research and Development	Research programme and development by the faculty of the institution and one staff get Ph. D from North Odisha University in Odisha. Average number of professional development , Training programmes, Short terms Course.
Examination and Evaluation	The Examination provides by the WBUTTEPA by schedule the institute has performance appraisal for the faculty members. Annual appraisal reports are invited by the IQAC of the College to maintain a consistent effort towards attainment of qualitative goals. To make the teaching and non-teaching aware of their academic and non-academic achievements, feed backs are

collected annually from the stake holders. The departments and different cells and committees are provided with an activity record book where activities other than academic ones are recorded on a regular basis. The institution collect feedback from the alumni and parents as external evaluations on certain aspect to initiate for all round development.

Teaching and Learning

The institution has a process to review its teaching learning process, structure methodology of, operation and learning outcomes at periodical intervals through IQAC. Two examples of institutional reviews and examples of teaching learning reforms facility by the IQAC are: Students' Feedback on Faculty: Students' Feedback is one of the prime measures to access the quality of teaching learning process of the institution. The IQAC farmed out a quality of teaching learning process of the institution. The IQAC has farmed out a questionnaire converging maximum aspects of the teaching learning process, to evaluate the teaching faculty of the institution by the learners.

Curriculum Development

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. 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.

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

E-governance area	Details
<p>Planning and Development</p>	<p>The management of the Institute to allow the policy of decentralization by giving opportunity to participate by different stakeholders 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 from the teaching staff, three 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 administration is headed by the principal and is assisted by a non-teaching staff apart from the Academic Council and IQAC, the college has 20 different committees / Cells / Board / Councils to handle issues efficiently.</p> <ol style="list-style-type: none"> <li>1. Academic Council</li> <li>2. Internal quality Assurance Cell (IQAC)</li> <li>3. Purchase Committee</li> <li>4. College Development Construction Committee</li> <li>5. College Website Committee</li> <li>6. Research council</li> <li>7. Games Sports Committee</li> <li>8. Hostel Supervision Committee</li> <li>9. Library Development Committee</li> <li>10. Extension Activities Cell</li> <li>11. Student's Excursion Arrangement Committee</li> <li>12. Routine Preparation Committee</li> <li>13. Anti-Sexual Harassment Cell</li> <li>14. Internal Complaint Committee</li> <li>15. Anti Ragging Committee</li> <li>16. Students Grievance Redressal Cell</li> <li>17. Employees Grievance Redressal Cell</li> <li>18. Students Discipline and Monitoring Committee</li> <li>19. Cultural Committee</li> <li>20. Press and publicity Board</li> </ol>
<p>Administration</p>	<p>The Institute of Education, Haldia is</p>

	<p>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>
Finance and Accounts	<p>The institution has a mechanism for both internal and external audit of all financial activities. The interest audit is done regularly by chartered accountant and appointment by the college authority. The internal audit work is done every year and the external audit is done by schedule.</p>
Student Admission and Support	<p>Online admission, Academic Calendar, Syllabus, Curriculum given by WBUTTEPA</p>
Examination	<p>Make part of WBUTTEPA</p>

### 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
2019	0	NIL	NIL	0
2018	0	NIL	NIL	0
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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)
2018	NIL	NIL	25/12/2019	25/12/2019	0	0

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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
Happy Tachers Can Change The World	2	19/02/2019	25/02/2019	07

[View File](#)

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
000	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)

The institution has a mechanism for both internal and external audit of all financial activities. The interest audit is done regularly by chartered accountant and appointment by the college authority. The internal audit work is done every year and the external audit is done by schedule.

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
NIL	0	0

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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	SELF

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

01.02.2019, 19.03.2019, 17.06.2019

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

**Seminar Workshop Short terms Course**

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

nil

6.5.5 – Internal Quality Assurance System Details

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

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
2019	TLM Related to Micro and Macro	03/01/2019	10/01/2019	11/01/2019	70
2019	ICT	22/01/2019	05/02/2019	06/02/2019	75
2019	Ramp recommendation for PWD	10/04/2019	10/04/2019	10/04/2019	82
2019	Educational Tour	05/01/2019	12/04/2019	16/04/2019	76
2019	Plan to aware about environmental consistence (tree plantation)	08/05/2019	05/06/2019	05/06/2019	72
2019	Games and sports	20/12/2019	21/12/2019	21/12/2019	175
2019	Cultural Activities	20/12/2018	07/02/2019	08/02/2019	108

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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
<b>WOMEN EMPOWERMENT</b>	30/01/2019	30/01/2019	110	15
<b>GENDER EQUITY</b>	14/02/2019	14/02/2019	95	12

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
Ramp/Rails	Yes	1

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
2019	1	1	06/03/2019	01	SACHHAT BHARAT AVIZAN	IOE-HALDIA	145
2019	1	1	18/03/2019	01	JAL SATRA AVIZAN	IOE-HALDIA	98

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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)
Human Values	02/04/2019	NIL
Professional Ethics	03/04/2019	NIL

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
HUMAN VALUES	02/04/2019	02/04/2019	122
HUMAN ETHICS	03/04/2019	04/04/2019	124

[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. ENVIRONMENTAL AWARENESS CAMP 4. JAL SHAKTI AVIZAN 5. ECO CLUB

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 dias 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 beach properly. For development of voice quality language laboratory and proper software is needed. And it is needed financial help / assistance from college fond 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. IV. TLM: After observation of one day workshop on TLM it is expected that they are able make TLM through low cost materials. 5. Evidence of Success:- I. Micro Teaching:- Basic target of this programme in development of the teaching skill through practice. The main objectives thin programmes are skill development through supervision and peer group observation. After successful completion of all skills prescribed by W.B.T.T.U.P.A. , it is expected that the trainee -teacher student will acquire the teaching skill properly and implemented it in Macro level which is basically in school Internship programme. II. Macro Teaching:- Macro Teaching ad Macro lesson plan helps a student in various way. Firstly he/ she can make his/ her daily lesson plan properly and correctly. Secondly accordingly to their plan he/ she can deliver their lesson in real class room without any mistakes. He/ she can use proper TLM also. III. Achievement Test: A teacher can construct ideal question paper through blue print nothing else. After successful completion of this type of workshop, it is expected that a trainee-teacher student can divided a topic into, Unit, Student etc with proper makes distribution and different types of questions should also included. They gained the idea of construction of blue print and questionnaire. In school internship programme, after completion of their prescribed syllabus they take Achievement Test in specific class. IV. TLM: Teaching Learning

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/wp-content/uploads/2020/03/Describe->

### 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/wp-content/uploads/2020/03/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.pdf>

### 8.Future Plans of Actions for Next Academic Year

1. To regularize the Journal (The Light of Education) 2. Infrastructure development 3. To develop Language Lab. with more equipments. 4. Develop Library with New books and Journal. 5. to enrich Book Bank.