



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	Harkamaya College of Education
• Name of the Head of the institution	Dr. H.P Chhetri
• Designation	Director
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9434021212
• Mobile No:	9332521212
• Registered e-mail ID (Principal)	hce_gtk@yahoo.in
• Alternate Email ID	
• Address	Harkamaya College of Education, Samdur, Tadong
• City/Town	Gangtok
• State/UT	Sikkim
• Pin Code	737102
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

- Financial Status **Self-financing**
- Name of the Affiliating University **Sikkim University**
- Name of the IQAC Co-ordinator/Director **Ms. Keekee Fern Cargay**
- Phone No. **9002794316**
- Alternate phone No.(IQAC) **9332521212**
- Mobile (IQAC) **9002794316**
- IQAC e-mail address **iqachcegk@gmail.com**
- Alternate e-mail address (IQAC) **hce_gtk@yahoo.in**

3.Website addresshcesikkim.org

- Web-link of the AQAR: (Previous Academic Year) <http://hcesikkim.org/userfiles/file/2020-2021%20AQAR%20ACCEPTED.pdf>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://hcesikkim.org/userfiles/file/NEW%20ACADEMIC%20CALANDER%202021-22.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.58	2011	30/11/2011	29/11/2016
Cycle 2	B+	2.63	2017	19/07/2017	18/07/2022

6.Date of Establishment of IQAC**10/07/2009****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	NIL

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **3**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

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

- If yes, mention the amount

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

In-House seminar on NEP 2020 was organized in three sessions where the teaching faculty of the institution presented on various important areas of higher educations in the new policy. The seminar was attended by the management as well for gaining clarity in the understanding of the NEP 2020. # Organization of One Day Workshop on Communication and Soft Skills by Dr. Rashmi Bala Gurung, Assistant Professor, Nar Bahadur Bhandari Government College for understanding proper ways communication required for suitable and confusion-free communication. # Organization of One Day Workshop on Literature Review and Referencing Style by Dr. Kanagaraj K. Assistant Professor, Department of Education, Sikkim University was organized for the M.Ed. students as well as faculty members for having a deeper understanding of Research

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
<p>Resuming normalcy of classes after Covid-19 Pandemic</p>	<p>During the Covid-19 Pandemic the classes held for the students were through online mode but in normalizing the situation the Face-to-Face classes were started for the 3rd Semester B.Ed. and M.Ed. students from 21st February 2022 still maintaining the SOP Covid-19 Protocol. After the beginning of the new semester in April 2022, the 2nd and 4th Semester B.Ed. and M.Ed. students were called for Face-to-Face classes.</p>
<p>Focus on Faculty Development Programs</p>	<p>The Teachers are encourage to work on their Professional Development either by Further Studies like Ph.D. or by participating in various workshops, seminars and webinars. The Teachers were encouraged to organize workshops and In-house Seminars as well as to participate in workshops organized by other institutions/ organizations. Organization of Workshops in the institution: 1. Workshop on Communication and Soft Skills on 23rd May 2022. 2. Workshop on Literature Review and Referencing Style on 11th June 2022 Attendance in Workshops/ Seminars: 1. Workshop on NEP 2020 in Sikkim University from 8th to 10th December 2022 2. Workshop on NCFTE by SCERT, Sikkim on 13th April 2022. Enrollment of Faculty members in Ph.D. 1. Mr. Prabin Chettri in Mangalayatan University, Aligarh, Uttar Pradesh Mr. Manash Choudhury in Mangalayatan University, Aligarh, Uttar</p>

	Pradesh
Encouraging Students to participate in Various Programs	<p>For maintaining the quality curricular and co-curricular activities the students are highly encouraged to develop their creative skills, moral values; physical, psychological and socio-emotional well-being.</p> <p>The students participate in various activities which enhances and showcases their overall skills and talents. For developing creative skills in the students: 1. Model, Art and Craft Exhibition was held on 8th July 2022 2. World Music Day on 21st June 2022 Inter/ Intra College Competitions to develop their leadership qualities and having a "we-feeling": 1. Quiz Competition "Anvesha" on 27th June 2022. 2. Inter House Competition which included Literary, Cultural and Sports activities from 8th July to 15th July 2022. 3. Experience Sharing Program on 28th June 2022</p> <p>Development of moral values; physical, psychological and socio-emotional well-being: 1. Awareness program on Anti-Ragging on 23rd October 2021 2. National Education Day on 11th November 2021 3. Swatchata Abhiyan and Sustainable Development on 5th March 2022 4. Awareness on Community Outreach by SAATHI 3rd June 2022. 5. International Yoga Day on 21st June 2022 Bhanu Jayanti on 13th July 2022</p>
Feedback System	The feedbacks from the students, Alumni, teachers were taken and analyzed. The mentor-mentee

	<p>groups also monitor for immediate action that need to be undertaken as immediate feedbacks form either the students or the teachers. In relation to the feedback for curriculum enhancement, a collective feedback is taken and presented to Department of Education, Sikkim University as and when called for Syllabus Revision.</p>
<p>AQAR</p>	<p>Due to the change in Principalship various meetings were conducted for change in rotation of the IQAC members. Faculty sensitization about Preparation and Submission of AQAR. The different criterions were identified and briefed with the collection of data under the different criterions.</p>

13. Whether the AQAR was placed before statutory body? Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
<p>Management</p>	<p>01/08/2022</p>

14. Whether institutional data submitted to AISHE

Part A

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	<p style="text-align: center;">Manash Choudhury in Mangalayatan University, Aligarh, Uttar Pradesh</p>
<p style="text-align: center;">Encouraging Students to participate in Various Programs</p>	<p>For maintaining the quality curricular and co-curricular activities the students are highly encouraged to develop their creative skills, moral values; physical, psychological and socio-emotional well-being. The students participate in various activities which enhances and showcases their overall skills and talents. For developing creative skills in the students: 1. Model, Art and Craft Exhibition was held on 8th July 2022 2. World Music Day on 21st June 2022 Inter/ Intra College Competitions to develop their leadership qualities and having a "we-feeling": 1. Quiz Competition "Anvesha" on 27th June 2022. 2. Inter House Competition which included Literary, Cultural and Sports activities from 8th July to 15th July 2022. 3. Experience Sharing Program on 28th June 2022 Development of moral values; physical, psychological and socio-emotional well-being: 1. Awareness program on Anti-Ragging on 23rd October 2021 2. National Education Day on 11th November 2021 3. Swatchata Abhiyan and Sustainable Development on 5th March 2022 4. Awareness on Community Outreach by SAATHI 3rd June 2022. 5. International Yoga Day on 21st June 2022 Bhanu Jayanti on 13th July 2022</p>

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AQAR	Due to the change in Principalship various meetings were conducted for change in rotation of the IQAC members. Faculty sensitization about Preparation and Submission of AQAR. The different criterions were identified and briefed with the collection of data under the different criterions.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Management	01/08/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	08/12/2022
15. Multidisciplinary / interdisciplinary	
As envisaged by NEP multidisciplinary education helps to develop thinking using multiple perspectives that is essential in solving	

many of today's complex problems. Reflecting on these lines, this institution is in the process of transforming itself into a multidisciplinary institution in the next few years to come. The college is being run by Rhenock Educational Society, charitable and not for profit body. There are two colleges, Harkamaya College of education for teacher education and Damber Singh College offering undergraduate programs, being run by the same society in the close vicinity and deliberations are underway to merge both the institution and create cluster for colleges. The cluster college shall aim at making the courses more dynamic through collaboration with other universities, prestigious government or private institution, and also avail of the courses offered in the online and ODL mode. Further in consultation with affiliating university such as B.Ed. and M.Ed. programs will be identified that shall be offered in multidisciplinary way as per UGC and NCTE norms provision for which adequate faculty will be made.

16.Academic bank of credits (ABC):

The institution will register in the ABC platform in order to enable credit mobility for its students developed by National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (MeitY) under a Digilocker Framework. Both Harkamaya College of Education and Damber Singh College follow a choice-based credit system for B.Ed., and M.Ed. and Undergraduate program and will soon initiate the process to pass a resolution related to the ABC in the meeting of Governing Body. These will formally register in the ABC portal as soon as the resolution is being approved by the academic bodies.

17.Skill development:

This institution has taken initiatives to develop intellectual curiosity, team work skills, reflective thinking process, professional commitment, heightened sensitivity towards socio-cultural environment through organizing different activities among student-teachers. Various clubs such as Eco Club, Cultural Club, Literary Club, Peace Club, Art & Craft Club, and NSS Club are instituted to realize these objectives. The institution plans to make use of pedagogy which will have an increased emphasis on communication, discussion, project-based learning, debate, research with opportunities for cross-disciplinary and interdisciplinary thinking. More collaboration will be initiated among other teacher education institutions of Sikkim and

Education Department of Sikkim University to strengthen the capacity of faculty members to make use of effective pedagogy and assessment methods and tools.

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

The institution has been imparting education and training to the students from Sikkim and neighboring states. It has been an enriching experience for the teachers to interact with students with such cultural diversities. The curriculum transaction has always focused on integration of rich Indian cultural heritage, through the delivery of the sessions in regional and other languages preferred by the students. This in a way has led to the appreciation of the multi-linguistic classroom teaching and learning environment. Further, the curriculum includes the study of the development of the Indian Education System and various Indian philosophies and value system. Apart from the curricular aspect, the institution has encouraged and organized co-curricular activities with the objective of celebrating the national festivals, holding competitions, and conducting cultural program highlighting the significance of the Indian Cultural heritage. In the past, on more than one occasion, this institution has proposed to its affiliating body (Sikkim University) to include the pedagogy in the regional languages and same will be pursued further.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The outcomes of teacher education programs are directed to make the students empowered in subject content and pedagogy with developing an understanding of the contemporary Indian society. These programs aim to enable the students to acquire necessary competencies for organizing learning experiences and engage student-teachers to integrate and apply ICT in facilitating learning process and to systematize and strengthen the professional competencies of student-teachers. The institution also imparts M.Ed. course with the outcomes directed to demonstrate coherent understanding of the concepts of philosophical, sociological, and psychological perspectives of education, planning process and approaches for proper educational planning and evaluate the recent trends in teacher education. Developing research skills, planning, and executing qualitative, quantitative, and mixed method research in order to find solutions to the educational problems of the state is one of important outcomes focused at by this program. Apart from the domain-specific skills, learning outcomes at all levels ensure

social responsiveness, values, and ethics so that student-teacher contribute proactively to economic, environmental, and social well-being of the nation. The course objectives and syllabus have been designed with due consideration to the specific needs of the Sikkimese society and the country at large as envisaged by the national educational Policy, 2020.

20.Distance education/online education:

Due to Covid-19, the institutions like others in the world have experienced the uses and benefits of online teaching and learning platforms. It is such a powerful medium of learning that UGC has also made provision in 'the Credit Framework for online courses through SWAYAM, Regulation 2021' facilitating the higher education institutions to allow up to 40% of the total course being offered in a particular program in a semester through online learning courses through SWAYAM Platform.

The students and teachers in this institution have been actively involving themselves in the online course through SWAYAM, MOOCS platform etc. And continued efforts to encourage the students to enroll in such courses will be made in near future.

Extended Profile

1.Student

2.1 104

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 150

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 60

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4 108

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 107

File Description	Documents
Data Template	View File

2.6 104

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 28,160,425.48

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 21

Total number of computers on campus for academic purposes

3. Teacher

5.1 24

Number of full-time teachers during the year:

Extended Profile	
1.Student	
2.1 Number of students on roll during the year	104
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	150
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	60
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	108
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	107
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	104
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	28,160,425.48
4.2 Total number of computers on campus for academic purposes	21
3.Teacher	
5.1 Number of full-time teachers during the year:	24
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	1

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The Institution is affiliated to Sikkim University and adheres to the curriculum laid down by the University. It is a well prepared semester wise plan for B.Ed. as well as M.Ed. courses. The periodicity of the implementation of the curriculum plan is decided in the collaborative sessions. At the institutional level the administrators and the teaching faculty have discussions and brainstorming sessions for developing the plan of action for every academic year incorporating the list of activities to be conducted as given by NCTE.

The distribution of syllabus is done semester wise (odd and even) during which the B.Ed. and M.Ed. courses are thoroughly

reviewed. The teacher's speciality and pedagogy papers are taken into consideration. The institution has a peculiar manner is distributing the paper as instead of one teacher teaching one whole paper it is divided into units in which the one course paper is divided among two or more teachers according to their specialization in units. This is done so that the whole course is completed in due course of time. The feedback from the head of the institution, teachers, student representatives and member of alumni is taken into account for quality outcomes of the adopted curriculum.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	No File Uploaded
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	B. Any 3 of the Above
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File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://hcesikkim.org/plos-and-clos.html
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

20

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

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

00

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	View File

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

00

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

00

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The students' skills and competencies are enhanced by adopting courses such as reading and reflecting on texts, developing creative skills, critical understanding of ICT, understanding self, communication, expository and academic writing and practice teaching as prescribed by the affiliating University. The institution through its curricular and co-curricular activities provides an opportunity for the students to inculcate values and ethics related to moral and constitutional values, becoming a good and responsible citizens through the morning assembly conducted every morning. As students participate in the morning assembly they overcome their fears of public speaking and stage fright which enhances their communication skills. Sports and celebration of special occasions like students' day, teachers' day etc. help in collaboration with each other and develop their leadership qualities, working in teams, understanding and accepting differences as well as we-feeling. It not only ensures effective curriculum delivery but also makes an effort to impart a holistic education that goes beyond the curriculum through different activities conducted throughout the year by which the students can acquire and demonstrate skills, values, knowledge and attitudes to various areas of learning.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to:
 Development of school system
 Functioning of various Boards of School Education
 Functional differences among them
 Assessment systems
 Norms and standards
 State-wise variations
 International and comparative perspective

The syllabus that is developed by Sikkim University caters to almost all the areas related to the diversity of school system in India. In Development of Education in India the paper thoroughly investigates into the ancient system of education to the modern times related to the different educational policies. The students have papers which puts into practice the theoretically learned techniques of assessment and evaluation procedures through achievement tests, psychological testing through standardized test etc.

At the institutional level there is a practice of inviting the School Heads, either the Principal or Headmaster/ Headmistress to give a practical hand on about familiarization of school system. This is usually practiced before the students participate in the internship process. The Heads of the school give an insight about the functioning of school system being either an elementary (Junior High School), Secondary School or Senior Secondary School. During the Internship period the interns become familiar with not just teacher-learning techniques but also the examination patterns followed in school with FA Test 1 and 2, invigilation duties etc.

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

B.Ed. Program: The B.Ed. curriculum integrates papers on philosophical, sociological perspectives with pedagogical knowledge and development of practical skills with a purpose to enhance their professional capacities. It tries to incorporate the learning engagements into a more practical based which is helping the students gain perception into theory and practice. Special input is placed on developing communication skills, self-development and ICT skills along with arts, drama and craft. Engagement of the learner and the school during school internship program with related activities broaden their perspectives, develop ability to put into practice the theoretical ideas generated during the course transaction and also to help develop their teaching skills.

M.Ed. Program: The curriculum aims to deepen students' understanding of education, with specialization in selected areas and develop research capacities with inclusion of practicums for development of communication skills, academic writing, and reflective writing skill. The institution provides learning opportunities with the help of workshops, field work and participation in seminars. Activities related to conducting research and preparation of final dissertation report help developing research insight among the students.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Three of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
104	
2.1.1.1 - Number of students enrolled during the year	
104	

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

60

2.1.2.1 - Number of students enrolled from the reserved categories during the year

99

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Initiatives taken by the faculty for assessing student's knowledge/needs and skill before the actual commencement of teaching programme. Based on students' performance and participation in the beginning of the session in various classes, teachers make efforts to understand their level of readiness. Thereafter, according to this, academic support is provided to them.

Students are divided into different groups and discussion is encouraged to understand the content more. They are asked to collect detailed information about the topics as per their needs. In a few cases, remedial classes are additionally arranged for below average students.

Students who are found to be good in academics are motivated to excel in both curricular and co-curricular activities. They are urged to attend college clubs and ceremonies that are associated with youth festivities and inter-college competitions such as deliberations, debates, writing articles, extempore, sports competitions and so on. Further they are given some mini projects and surveys to enhance their research skills.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	View File
2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded
2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	One of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

23

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The college ensures the use of student-centered methods such as experiential, participatory learning and problem-solving methods to make learning activities more student-centric. a) Experimental learning: The teachers provide all students an opportunity to have insightful classrooms. b) Participant Learning: The teachers utilize participatory learning methods and deploying learning strategies such as group discussion, small group exercise, assignment, allocation, quiz, case study, projects for helping students take ownership of their learning. c) Problem Solving Methodologies: Problem solving methods are

utilized to improve critical thinking, creativity and problem solving skills among students. d) Brainstorming as teaching strategy: Students are encouraged to put forward suggestions/ideas which could be unusual and unorthodox. Such strategies help students take ownership of their learning. e) Focused Group Discussion: Using this strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

0

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The institution takes various imitative to support and enhance the effectiveness of the faculty in teaching and mentoring of students. Information is provided regarding eligibility criteria, scope of B.Ed. and M.Ed. program, scholarship schemes of state govt. etc. The faculty members of the institution as mentors, are responsible for the groups of students allotted to

them, where they provide continuous mentoring in the form of counseling related to academic as well as to cater to their emotional and mental health needs. Mentors/teachers are chosen for their ability to model quality teaching practices considering diversity and create classroom environments that support personal, social and academic success for all students. Assistance is provided according to specific learning needs. Remedial classes are conducted. M.Ed. program has dissertation projects as part of their curricula which are mentored/supervised by teachers. The institution undertakes various types of mentoring practices to fulfill differential needs viz. career advancement- guidance regarding career opportunities and sharing of information/advertisement regarding openings/ vacancies in various schools, coaching with regard to CTET, SLET, NET etc.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	View File

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

In teaching learning process, innovative methods adopted by the teachers encourage students to explore new methods and tools to discover something new. It involves various ways of understanding the content. The thinking process that goes into it helps students to develop their creativity and their problem solving skills. The pedagogy adopted by teachers here is based on collaborative work. The content of the paper are distributed among the students. This group assignment helps them to delve deeper into the content first individually, then together they brainstorm and thereafter, group presentation takes place. This is followed by feedback from other classmates and teachers as well. Questions are raised, doubts are shared. Students are encouraged to not only comment on the presentations but at the same time, they also may compliment the good aspects, encourage their fellow mates to make further efforts for improvement. These strategies help students in cultivating their intellectual skills as well as working in group helps them learn and practice life skills such as critical thinking, cooperation and problem solving skills too.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include
Organizing Learning (lesson plan)
Developing Teaching Competencies
Assessment of Learning Technology Use and Integration
Organizing Field Visits
Conducting Outreach/ Out of Classroom Activities
Community Engagement
Facilitating Inclusive Education
Preparing Individualized Educational Plan(IEP)

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Four/Five of the above
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students	Three of the above
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through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

One of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social

Two of the above

media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity

Four of the above

Preparation of term paper Identifying and using the different sources for study

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The institution is affiliated to Sikkim University and follows the guideline as prescribed by the university. Internship is conducted in three phases-

- Pre-internship
- Internship
- Post-internship

In pre-internship which includes micro and macro lesson plan to deliver, student teachers have to practice five micro lesson plans comprising different teaching skills and two method paper comprising of school subjects. During internship, selection of schools for internship is done after taking permission from Education Department, Govt. of Sikkim. The students are arranged to send for internship in various private and government aided schools every year. The student teachers do Practice Teaching wherein they have to complete 60 lessons in two pedagogy papers which they have opted based on their choice, which means 30 lesson plans from each method subjects are to be completed. Along with teaching, students are involved in various activities. During Post-internship phase, final lessons in each teaching subject are delivered. The final lessons are delivered in the presence of External Examiner appointed by the University. The internship activities thus help students to prepare themselves for the world of real teaching after the completion of their B.Ed. course in the institution.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

110

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure

optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Our college adopts effective monitoring mechanisms during practice teaching which is conducted in various neighbouring schools. Two lessons per day are delivered by the student-teachers during their practice teaching sessions with one Proxy class per day. Teacher educators (pedagogy teachers) from the college are to supervise and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans. 60 to 70 per cent of the lessons in schools are observed by the faculty. Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks on the lesson plan book, on the spot feedbacks are also provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished. Detailed feedback is also provided in the college collectively on subsequent days. Remarks on the notebook, ensuing discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Three of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Two of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

24

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	View File

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

3

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

136

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

136

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words
 1. In house discussions on current developments and issues in education
 2. Share information with colleagues and with other institutions on policies and regulations

The qualified and dedicated teachers are the backbone of institution. The Institution is very helpful in keeping its

teachers updated professionally. The faculty members are encouraged to pursue research and extension activities as admissible under University rule. Some of them have been awarded Ph.D. degrees while few have already enrolled themselves for Ph.D. programs. Many others are aspiring for the same and preparing rigorously for it. They attend Seminars, Workshops, Symposium and Webinars etc. Some of them have presented their papers in Seminars. A few of them extend their service to other educational organizations such as DIETs and SCERTs as Resource persons for conducting workshops and conferences. The college also conducts National Seminars where teachers and scholars from this college as well from other institutions of the state and neighbouring states also take part. The faculty members are entitled to avail academic study leave to attend academic engagements as per University rules. The college also organizes in-house seminars to create a space for the faculty members to discuss and share learning about the recent policies and development in the field of education in general and teacher education in particular.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution
Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The college has adopted evaluation structure as prescribed by Sikkim University. There is scope for both internal and external evaluation of B.Ed. and M.Ed. students. Internal evaluation process is placed in order to make teachers to have continuous awareness regarding needs and development of the students, so that they are able to provide all help and support and also take corrective actions whenever required. There is a provision of 30% weightage for internal assessment during four semesters. Assessment is done through mid-term exams, written assignments as well oral presentations, performance in model making, craft making, performing arts, class presentations, project work, dissertation related assignment etc. Regular announcements about the information regarding exams are made through notice board and circulars. Every teacher conducts regular class tests on the related topic. Students are advised about writing correct &

appropriate answers. Regular monitoring is done by the college Examination cell. The Principal conducts review meeting on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings needed changes are made on activities.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Two of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

There is complete transparency in internal assessment. Norms directed by the Sikkim University have been adopted in the college. At the beginning of the semester faculty members explain the students about various components in the evaluation process during the semester. Internal assessment test programs

are organized according to the university and students are informed in advance. To ensure proper conduct of formative tests two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date. Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. Students are constantly evaluated by faculty by means of theory lectures, labs, assignments and unit tests. Mid-term marks are assigned based on defined strategies and displayed on the notice board. The college has created Examination Cell headed by one of the faculty members for the smooth conduct of college examinations. The grievances, if any submitted by the students related to examination are deliberated upon by the Principal along with teachers In-charge of examination cell and are redressed at the earliest possible date.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation
Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Institution prepared academic calendar according to the guidelines of the Sikkim University and according to the temporary date sheet of the university examinations. In the semester system, planning is placed in terms of time table preparation, attendance review, and mid-term tests. A record of attendance is maintained by the respective attendance In-charge teachers and students with less attendance are notified beforehand. The syllabus is discussed by the staff members for each theory paper and prior notice is given regarding the conduct of the mid-term and final examinations. Internal assessment for assignments related to theory papers, participation of students in EPCs (Enhancing Professional Capacity programs) monitored by the head of the institution with the help of examination cell. All pedagogy teachers are assigned with supervising their students for pre-internship, internship and post-internship activities along with maintaining a record of their internal assessment marks. M.Ed. students are guided by

their respective supervisors to complete their dissertation. Academic Calendar with the information of all exams, practicum and dissertation activities related dates as per Sikkim University is prepared well in advance and same is followed throughout the year.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

PLOs and CLOs are regularly monitored for further improvement in student. They are also helped to know about modern strategies of teaching and learning which is used by the teaching faculty to enhance different skills in students to acquire the skills of becoming a better teacher. The following methods are adopted in order to accomplish the objectives of PLOs and CLOs:

a) **Experimental learning:** Teachers put efforts to explain help students themselves coordinating the projects at different levels. They are given opportunity to assist the students gaining insightful learning.

b) **Participant Learning:** The teachers make us of participatory learning methods and deploying learning varied strategies such as Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Projects.

c) **Problem Solving Methodologies:** Problem solving methods are used to develop critical thinking, creativity and problem solving skills among students and are asked to prepare project reports by various pedagogy teachers.

d) **Brainstorming as teaching strategy:** Brainstorming strategies are helping students take ownership of their learning.

e) **Focused Group Discussion:** Using this strategy, students feel more confident and participate more effectively in the process of learning.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

The Program outcomes is discussed during the orientation program that takes place in the beginning of the session. These Outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning.

The teaching of theory papers as well as practicum is directed towards achievement of program and course outcomes of both B.Ed. and M.Ed Programs.

The teacher education programs offered by the institution aims to help student have actual teaching experience, and are required to complete their school internship program distributed along pre-internship, internship and post-internship phases. After completion of the practice teaching a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance.

Both internal and external assessment also gives clear picture about the growth and development of students in terms of program and course outcomes laid down. A reflection on the same also helps in making further plans to bring improvement in the achievement of these goals.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

90

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Students are apprised about the program and course outcomes by the head of the institution in the orientation program. The faculty members of the college further carry out the responsibility of accomplishing the various goals set by the institution in order to cater to the learning needs of the students initially identified and bring improvement after undertaking a two year course in B.Ed and M.Ed. programs.

The assessment of students' learning throughout the two years is undertaken by means of various modes.

- Assessments by teachers take place through regular activities within the context of a classroom. With the help of various innovative methods such as group presentations, brainstorming sessions, collaborative learning and teachers are able to make an assessment of their learning needs and accordingly provide them academic support.
- Assessments to measure students' opinions or thoughts about their own knowledge, skills, attitudes, learning experiences, perceptions of help and support received through learning experiences is provided through student satisfaction surveys, feedback from the parents, from employers, teachers' performance appraisal etc.

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://hcesikkim.org/userfiles/file/Student%20satisfaction%20survey%202021-22.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	View File

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Two of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify

All of the above

**possible and needed innovations
Encouragement to novel ideas Official
approval and support for innovative try-
outs Material and procedural supports**

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

3

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

1

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

100

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

100

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

100

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

The Institution organized one day awareness program in collaboration with SAATHI (SIKKIM AGAINST ADDICTION TOWARDS HEALTHY INDIA). The aim of the program was to equip prospective teachers with the skills of counseling, assessment, diagnosing and understanding of substance use and disorder so that they can guide the students in a better way and help in the development of the community. The major objective of the program was fulfilled and was expected to contribute in the long run. Such efforts are made by the institution to enable students to gain knowledge and expertise towards developing them as responsible members and educators of the society.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest-literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The college has a well-furnished library with adequate number of books, journals, newspapers, magazines, encyclopaedias, reference books, duplicating machine etc. In the current year 2022 Integrated Library Management System (KOHA) is installed and DELNET also is been subscribed for providing better e-resources and learning facilities. It has a reading room which

accommodates more than fifty students at a time.

The college has five big classrooms with adequate numbers of furniture, whiteboard, and other subject related materials. There are different pedagogy related laboratories with necessary equipment available for effective teaching learning. There is a sports field where the students play different sports activities like volleyball, cricket, and Futsal etc. and the provision for which is made in the timetable. The institution has two large common rooms for students for relaxation and for the recreation purpose where the students play indoor games like table tennis, chess and carom etc in their free time. The institution has a rich ICT resource which provides computer facilities for teachers, students, and administrative departments as well for proper functioning of the institution.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

07

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://hcesikkim.org/infrastructure.html
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

3.21

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Harkamaya College of Education has a rich library with sufficient number of books, reference books, journals, e-books, magazines, newspapers, duplicating machine, computers with internet facilities for downloading and reading e-learning resources etc. The college has adopted automation of library using Integrated Library Management System (ILMS) in the year 2021. It has installed the Integrated Library Management System 'KOHA' which is a world's first free and open-source library management system with most advanced facilities. It has various Web 2.0 facilities like tagging, comment, social sharing etc. It has Union catalog facility, customizable search, online circulation, Bar code printing, Patron card creation, Report Generation etc. with the help of which the students can access the college library resources from anywhere, anytime.

The institution has subscribed for DELNET and NDL which allows the stakeholders to get easy access to e- resources. It is to be renewed annually. DELNET provides access to more than 3.7 crore catalogue records of books, journals, articles etc. through Discovery Portal and also more than 1 crore and fifty lakhs full texts e-books, e-journals and e-articles through Knowledge Gainer Portal. DELNET also provides DELPLUS Software free of charge for library automation purposes.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

KOHA Library Management System was installed on 31st December 2021, due to Covid-19 pandemic the installation procedure was halted. The details of Gateway for remote access to library resources are available with the KOHA Library Management system (ILMS) and with the help of this system the students as well as the teachers can access the library facilities and the process for remote access is in the process of completion. The Librarians are working to complete all the work related to this software so that the functioning begins. With the help of this system the students can access the library resources from anywhere anytime and also can access to the information about the number of books, journals, and other e-resources available in the library.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

4.97

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

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

39

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways
Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

Harkamaya College of Education has the Information and Communication Technology facilities in its campus for the proper functioning of the institution. There are computers, laptops, etc. which are placed in different departments like, administrative, library and ICT resource centre for both students' and teachers' use. The institution installed Golcon on

5th November 2020 and it was updated monthly. There was Broadband Service with router. There was Fibernet as well which was renewed every month. It was installed on 20th December 2021. At present the college has high speed wi-fi connectivity i.e. Hathway which was installed on 20th of April 2022 and it will be renewed after six months. Wi-Fi in the campus facilitates the internet connectivity facilities for the students for providing better learning experience in the campus and it has good network connectivity.

The whole college campus is Wi-Fi enabled. There are LCD projectors in the college seminar halls which are utilized frequently for teaching learning activities. These facilities are updated every month. The institution is planning to install Hathway connection in the coming year to facilitate high speed connectivity for the stakeholders.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

5:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

23.07

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Library: The College upgrades the library resources as recommended by faculty members, students, and higher authority. In order to enrich the library, the library committee procures good publications from national and international publishers. There is a proper timetable maintained in the routine for utilization of the library resources in the college.

Laboratory: The college has well-equipped curriculum laboratories as per the pedagogy subjects (like bio lab, geo lab) where different subjects related teaching-learning materials are available. The pedagogy teachers with the help of group D staffs maintain the laboratories.

Sports: The college has a playground and two common rooms for indoor games where the students play during the recesses. Periodically different sports activities are organized by the college for the proper utilization of the sports facilities meant for overall development of the students.

Computer: The college maintains and upgrades the ICT resources periodically. For the utilization of resources, the students are encouraged to make use of computers for their learning purpose.

Classroom: The college ensures that all the classrooms have adequate infrastructure and learning facilities and are maintained properly.

File Description	Documents
Appropriate link(s) on the institutional website	http://hcesikkim.org/userfiles/file/Maintenance%20and%20utilization%20of%20Physical%20and%20academic%20Facilities.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

Three of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls

Seven/Eight of the above

Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
40	107

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

11

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

1

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning
Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

Student council is elected through democratic method in which students are freedom to elect the class representative. Role of class representative is to coordinate with students and take proper initiative to success the program. This body is non-political and instituted to look after the welfare of the students within the college. The council functions under the guidance of Principal and respective faculty In-charge of various Clubs. The council undertakes many functions as addressing the issues related to academic affairs faced by the students in college and approaching the authorities for the same. The nature of their activities includes planning, organising, financial management, conducting the program, preparing the reports. They also help in publication of college magazine by encouraging students to contribute their articles, stories, poems. International Women's Day, National Youth Day,

Bhanu Jayanti, Inter House Competitions, Gandhi Jayanti, Teacher's Day, Ganesh Puja, and Independence Day are organised by the council with the help from various clubs and under guidance of faculty members.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

5.3.2 - Number of sports and cultural events organized at the institution during the year

10

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Alumni of Harkamaya College of Education have been rendering their all-out support to the development of their alma mater for the past many years. The college follows the principle of 'providing quality education with emphasis on discipline'. With the determination for contributing to further progress of the college, the Alumni Association of Harkamaya College of

Education bears the Registration no. E21/GTK/2803.

The Alumni make contribution through their engagement in various activities of the college, some of which are mentioned as follows.

- Many of them do pay visit to their alma mater and have given their kind presence in numerous programs as judges for various events and competitions organized at the college campus.
- The college also invites them as guest speakers on many occasions.
- The Association has also taken initiatives to sponsor prizes, certificates for many programs/events organized at college.
- They are a part of IQAC which helps the institution in different curricular and co-curricular activities.

The Alumni Association is determined to make further constructive contribution for the progress and development of the college in the years to come

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

**5.4.2 - Alumni has an active role in the regular institutional functioning such as
Motivating the freshly enrolled students
Involvement in the in-house curriculum development
Organization of various activities other than class room activities
Support to curriculum delivery
Student mentoring
Financial contribution
Placement advice and support**

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

3

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association of the college plays an active role in bringing out the hidden talent among students and helping them realize their potential and be able encouraging and motivating students. The various mechanism adopted are as follows.

- Lectures on communication skills, personality development and life skills are arranged.
- Counseling to the students related to vocational and professional guidance provided to the students by the Placement Cell of the college in collaboration with Alumni Association.
- Special lectures by the alumni are organized who share their success stories in their respective fields during their interaction with the students. They also share the

role of college in shaping their all-round development in academics as well as co-curricular activities and community services, along with encouragement to pursue higher studies.

- Alumni themselves are among the office bearers who spearhead the program arranged by the Association for the benefit of teacher-trainees.
- Alumni are also part of the IQAC of the college and therefore are integrally involved in the plans and programs for the development of the college.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The success of the institution from the Director, Principal, teaching staff and students, all the stakeholder has a role to play in the contribution towards the college. Involvement and cooperation of various bodies and committees in planning and implementing decision making policies for academic and administrative affairs have contributed to the growth of the college.

The vision and mission of the institution are to prepare creative and trained teachers who will give direction to the educational situation and shoulder the responsibility of bringing quality in school education.

The management of the college, represented by the director takes initiative to encourage both the academic and non-academic faculty to strive to achieve quality performance in the areas of functioning. Responsibilities of various institutional activities are distributed among faculty members. There are

periodic meetings of Governing Body of the college where decisions related to quality enhancement, policy making is taken based on the feedback received from the stakeholders.

For the effective enhancement of the students and the teachers the institutions conducted seminars and workshop.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The Institution practices both decentralization and participative management. The management of the Institution has provided the scope for the decentralization and participative management through the tradition of work distribution and inviting suggestions for new initiatives for quality enhancement of the Institution from both the teaching and non-teaching staffs. At the end of every academic session a general body meeting is organized under the chairmanship of the Director. The meeting with the statutory body is also a forum where suggestions and feedback for new ideas and innovations for the growth of the institution can be shared with the management.

The college follows the democratic principles of delegation of duties in the management process by ensuring participation of academic, non-academic faculty along with students. A number of administrative bodies and committees are in place that takes care of various responsibilities.

In order to develop competence among students the institution organized various programs and the students were encouraged to participate through online mode. After the announcement of offline classes, the college also organized various activities

physically. The college prepared to send the B.Ed. students of 4th semester to various schools for internship practice.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Our institution is committed to the success of its students. We encourage our students to work hard and strive for academic excellence and in exchange we offer instruction, guidance and assistance.

Our institution is affiliated to Sikkim University, Central University established by an Act of parliament of India, 2007 approved by GOS, NAAC Accredited, Recognized by NCTE and by UGC U/S,2(f) &12(B) of UGC act,1956.

Our college has an institutional objective of qualitative development in the pedagogical subject and teacher education to prove opportunity for such courses for the local students and students of adjoining areas.

The college is offering B.Ed. and M.Ed. courses. The NCTE has recognized the courses for two basic units, vide letter no. F.ERC/NCTE/ERC APE 00243/B.Ed. (Revised order)/2015/31693. Similarly, in account of introduction of two years course of M.Ed., the NCTE has recognized the course for one basic unit vide letter no. F.ERC/NCTE/ERC APE 00465/M.Ed. (Revised order)/2015/31692.

The institution is NAAC accredited in 'B+' Grade and is recognized by the UGC U/S,2(f) &12(B) of UGC act,1956.

The audit report of the college detailing income and expenditure have been displayed in college

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The management of the college makes efforts in preparing an institutional strategic plans and works towards effective implementation of both academic as well as infrastructural development. Every semester begins with the evaluation of the previous session, a discussion on strengths and weaknesses, and suggestions for the present session. Allocation of academic assignments was done. During the pandemic, the college undertook infrastructural renovation work. As per NCTE norms, a lift facility for the dibyangas was also added. Laboratory equipment and library resources were increased. Because of the pandemic, our Institution was closed but the classes were done online mode. The academic calendar was prepared and based on it the time table and work allotment was prepared and the online classes were held during this session. The school Internship was done on the presence of specific pedagogy teacher; peer teaching internship was done. The students submitted their lesson plan and presented their assignments through online mode.

After the declaration of the offline classes there was a staff meeting, the time table in charge prepared the time table for B.Ed. and M.Ed. class, and the offline classes were continued.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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

functioning of the institutional bodies in not more than 100 - 200 words.

The Governing Body of the institution is the apex administrative body. In the organisational structure of this Institution, the Director holds the highest position. All the powers are given to the Director who plays a crucial role. The management council appoints a Principal to look after the Institution. The Principal is the executive head and is responsible to carry out the institutional plan. Principal exercises full freedom and the power to develop the institution. He/ She initiates the consultative process first with the coordinators of different cells regarding development of the institution in the various areas and thereafter apprise it to the Director, representative of the Governing Body which is then put up in the meeting for approval. Head of each committee, faculty members and office superintendent are also given autonomy to execute the vision, mission and policy of the institution.

They are responsible for making plans for academic development as well as resource allocation for the implementation of perspective plan. The members of faculty, both academic and non-academic work together to effectively implement the plans prepared.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

There are various committees framed in the college and have been assigned different responsibilities, those committees are effectively working under the guidance of the Principal and Internal Quality Assurance Cell. All these committees organized meetings to discuss various points with the faculties who have been undersigned the various responsibilities and take decisions on it or recommend to the Principal for further action. The suggestions of the committees were forwarded to the Director for final approval, which ascertained the efficiency of working of every committee.

The committee in charge submitted the regular report of the activities conducted by the committee to the Principal.

The online classes were conducted through online mode until March 2022 but our institution had many meetings and many programs during this lockdown through various online platforms and from March 2022 the offline classes commenced. After the declaration of offline classes, the various meetings of IQAC, Library Committee, and Staff meetings were conducted through physical mode and are evident through minutes of meetings and the implementation of their resolutions/decisions.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

The college adopted various welfare measures for both academic and non-academic faculties. Encouragement is provided to the members of the academic staff to take part in professional development programs, conduct research activities, and publish papers and articles. Leave for attending seminars and Ph.D. coursework is granted as and when required. There is a free Wi-Fi facility on the college campus. Teachers can avail of computer facilities. Water facility, canteen facility has been provided and the campus is monitored by CCTV. All the teaching staff and non-teaching staff are getting 10 days of casual leave per annum. The institution provides monetary facilities such as house rent allowance (15%), employee provident fund (12.5%), pension (3.67), DA (113%), and hill area allowance (10%) to both teaching and non-teaching staff. Provision of advance payment of salary in case of need is also provided. Staff Association with monthly contribution instituted to provide monetary help to faculty members in case of diseases or demise of immediate family members. For, female staff 30 days of maternity leave with pay is provided.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

23

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff. Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Quality teaching is a crucial element for analysing and improving students' achievement and outcomes. A detailed appraisal evaluation form is designed by the institute with all possible supporting parameters.

The institution has an effective performance appraisal system for teaching and non-teaching staff. Every year the outgoing batch of students is provided with a performance appraisal format for both teaching and non-teaching staff. Students' satisfactory survey was done through the questionnaire that is to be filled by them. The duly filled-in forms were analysed by the Principal and the feedback thus obtained was judiciously addressed for the betterment of the teaching-learning process. In case any objection and delimitations are observed the teacher in question is counselled by the Principal and is urged to improve his/her performance in the interest of professional upgradation and better service delivery to our primary stakeholder, namely the students.

The performance of the non-teaching staff was appraised by the final-year students in the students' satisfactory survey. They are assessed on the parameter of efficiency, cordiality, and overall helpfulness.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Internal financial audit is a regular activity in the college. Every year, the Internal Audit is conducted with the Director of the college (Administrative), Principal (Academic) and our Finance Staff. Our Finance staff (Account Assistant) is responsible for the maintenance and provision of all the details of the day-to-day financial earning and expenditure. After the proper verification, the Director and the Principal look into the same and the Financial Audit for the respective financial year is sent for the External Audit to be done by a certified chartered accountant.

In 2017-2018, the External audit was conducted with Pal Samiti and Associates along with our Finance Department.

In 2019-2020, the External audit was conducted with Bansal Mahesh and Associated along with our finance staff.

In 2021-2022, both External and Internal audit was conducted with Bansal Mahesh and Associated along with our finance staff.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Funds allotted for the purpose of conducting the examination are taken care of by the examination committee. Accounts are maintained and details are submitted by the coordinator of the committee.

As per need, a budget is allocated every year for the purchase of books, resources, projectors, other equipment, infrastructural development, etc. The accountant is responsible for maintaining a record of income and expenditure and which is further audited by the external auditor.

Since this is a self-financed institution and therefore no funds/donations are received from the government or non-

government bodies and all the expenditures are met with funds generated from the fee received from the students.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Internal Quality Assurance Cell (IQAC) has been actively functioning in our college. The College has entrusted the responsibility of planning, monitoring and executing different activities to the IQAC for quality assurance and substance, focusing on the core values identified by NAAC. IQAC has contributed significantly for institutionalizing the quality assurance strategies through:

- Propagation of information on various quality parameters of higher education.
- Reviewing the existing programmes and introducing new age programmes relevant to present educational scenario.
- Promoting Research and creating atmosphere conducive to research by encouraging in-house research paper presentation
- Promoting the use of technology for enhanced teaching, learning process.
- Organizing International, National, State, Regional level Seminars / Conferences / Workshops
- Improving value based education
- Documenting the various quality enhancing programmes / activities of the College.
- Collecting the feedback responses from students, parents and stakeholders.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Being the central body within the college, IQAC monitors and reviews the teaching-learning process of the institution regularly. Based on feedback, the institution has taken certain steps and a few measures to improve.

The IQAC periodically reviewed the teaching-learning process, structures & methodologies of operations, and learning outcomes. The institution prepared its schedules for the academic year according to the Sikkim University Academic Calendar at the beginning of the year. As per university instructions, the class work for each subject was initiated in the college. Teacher's followed the Time Table prepared by the Time Table Committee.

The lesson plan cum progress report is prepared by the faculty members for all the subjects they teach in that particular semester. Maintenance of the record of the lectures along with the topic covered in the class during online as well as offline classes was done.

The institution has a feedback system to evaluate the teachers by students. The Feedback Committee evaluates the feedback and the Principal monitors the system and takes appropriate corrective measures.

Institute maintains an effective Internal Examination and External Evaluation System. Students' result analysis record was maintained

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

10

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://hcesikkim.org/userfiles/file/IQAC%20Minutes%20of%20the%20Meeting%20for%20the%20year%202021-2022.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://hcesikkim.org/userfiles/file/2020-2021%20AQAR%20ACCEPTED.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

After getting the recommendation from NAAC Team in the second cycle i.e. on 7-8 June 2017, the Institution keeps track of the incremental improvements achieved in academic and administrative domains of its function through quality assurance initiatives. The quality assurance initiative is:

- For the Teaching-Learning Process Academic Calendar of the College was prepared. An academic audit is done regularly. Mainly the focus was given on the lecture with the seminar. Field experiences were adopted and have developed multi-directional teaching learning strategies. To ensure the quality of a teacher, faculty appointments were done with approval from the University. Further, the college facilitated the participation of its faculty in the Faculty recharge program. The faculty also have in-house discussions about the latest pedagogical techniques.

- For the promotion of research in the college, there is M.Ed. course in the college to promote the research culture. Better research facilities have been made available. In-house research assesses the works of the faculty. We have given chance to faculties to do action research.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The institution has initiated and installed the solar panel in the college premises. The institution has also been able to convert the existing high pressure mercury lamp to LED in the college campus, Boys' Hostel as well as Girls' hostel which has resulted in the less consumption of Electricity. Keeping in view the requirement of electricity in our day to day life, the institution is working /focusing in generating solar energy instead of using electricity which ultimately is more environment friendly and as well as cheap as solar energy is a onetime investment which hardly requires other maintenance costs. But the fact that the institution is located in such geographical terrain where there is difficulty in saving solar energy as compared to the plain areas cannot be over looked, such geographical terrain where there is difficulty in saving solar energy as compared to the plain areas.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation

procedure in not more than 100 - 200 words.

The institution abides the policy and procedure for Implementation of Waste Management as given by Municipal Corporation of Gangtok. Green and blue coloured waste bins have been placed at several locations in the college campus to collect waste. These bins have been provided by the Municipal Corporation of Gangtok. These different coloured bin have been given to collect wet and dry waste separately and the waste are then collected by the municipal corporation itself from nearby waste collection points. The institution on its part is trying its best to produce very less waste. The Institute has also issued a circular among the students and the staff member to make the campus a Plastic Free Campus.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The college campus is a clean and green campus where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus and beyond the campus. The green campus concept offers the institution an opportunity to take lead in redefining its environmental culture through instilling environmental ethics among students and teachers and supporting staffs.

Some initiatives has taken by the institution are:

- Tree plantations / or cleanliness drive once a year.
- Motivate students to adopt environment friendly practices which include using of paper bags, non-consumption with plastic item such as plastic wrapped food items etc.
- The students are given strict instructions to maintain the clean campus.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.22

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Teachers have an important role to play in imparting education to the students. Therefore to perform their duties up to the required standard it is vital for them to enhance their skills and abilities. Teachers have an important role to play not only achieving the desirer goal and objective of the educational institution, and also refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, college and also promoting welfare of whole community.

After the Covid-19 Pandemic, the institution is starting to work towards the betterment of the community. The session of 2021-22, the institution is working for better, clean and safe environment. The college adheres to the plans and policies laid by Municipal Corporation of Gangtok and tries to instill the same to the students so that they can practically work towards clean community in and around them. The Eco-club conducted a Cleaning Activity Program on 7th July 2022 for thoroughly cleaning the college campus and its surrounding areas. This was done to instill the values of "cleanliness is next to Godliness".

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practices I-Orientation to School Principals and Teachers for Internship Program: The nature of the institution gives rise to the need of this practice where the school Principals and teachers were given an orientation regarding the internship program where the pupil teachers would be going and practicing. It becomes very necessary for the concerned Principals and teachers to identify the objectives and need of the program so that the pupil teachers can derive the maximum support and benefits from the respective schools during their internship. This practice also enables the teachers and Principals to realize the dynamics of the Teacher Education Program. Thus, it also becomes an opportunity for them to understand the new objectives and approaches of the teacher education program.

Best Practices II: Model Art and Craft Exhibition Program: Model making and development of teaching learning materials have always been a major part of the Teacher Education Program. In this context practicing this model, art and craft exhibition program has been necessitated to develop creative abilities of the pupil teacher, focus on learning by doing and give them an idea about the objectives of the model making. This program also

develops the innovative way of preparing teaching aids and gives them innovative ideas about development of model, art and craft to assist their teaching and learning process.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

In the current year college organized "Orientation Program" for School Head and Teachers. Representatives from different schools in around Gangtok attended the program. The purpose of the program was to orient the students regarding the nature of internship program and its importance.

"Experience sharing program of B.Ed 4th semester students on Internship" was organized on 28th July 2022 at Harkamaya College of Education. In this program students shared their teaching-learning outcomes, challenges, learning outcomes during their internship days.

The Institution organized awareness program on mental health and Drug abused in collaboration with Sikkim against Addiction towards Healthy India (SAATHI). The purpose of the program was to sensitize students on the negative effects of drug abuse. The experts were invited from Sikkim Manipal Institute of Medical Science Dr. Geeta Soohinda and Manorath Dahal from SCERT who also interacted with the students to answer their questions.

The institution has also organized A workshop on "Literature Review and Referencing Style" in college premises on 11th June 2022. Dr. Kanagraj K. Assistant Professor from Sikkim University, Department of Education was the Resource Person in this workshop. Research is an important tool which helps to develop knowledge in the field of study, for this reason to keep the students and teachers of Harkamaya College of Education abreast with the current issue and trends in research this workshop was conducted.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File