



YEARLY STATUS REPORT - 2022-2023

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	Nil
• 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 address	hcesikkim.org				
• Web-link of the AQAR: (Previous Academic Year)	http://hcesikkim.org/userfiles/file/AQAR%202021-22%20Submitted%20and%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/AC%202022-23.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
Cycle 3	B	2.39	2023	20/02/2023	19/02/2028
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	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (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	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. NAAC Peer Team Visit for 3rd Cycle Accreditation on 15th-16th February 2023. 2. Organization of One Day Workshop on Learning Outcomes by Ms. Sadhna Gurung, Lecturer, DIET Gylashing, trained Key Resource Person (KRP) for Learning Outcomes from Sikkim, to enhance the quality of learning in schools, by enabling teachers to ascertain learning skills more accurately and take corrective steps without delay and provide effective learning opportunities to all students including children with special needs. 3. Organized Covid-19 Vaccination Camp for Booster Dose on 14th September 2022 as working with community.</p>		
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
NAAC 3rd Cycle Accreditation	NAAC Peer Team Visit for 3rd Cycle Accreditation on 15th-16th February 2023
Focus on Faculty Development Programs	<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, webinars. The Teachers were encouraged to organize workshops as well as to participate in workshops organized by other institutions/ organizations. Organization of:</p> <p>I. Workshops/Orientation in the institution: 1. One Day Workshop on Learning Outcomes on 29th March 2023. 2. Orientation for School Heads and Teachers for Internship on 31st March 2023.</p> <p>II. Attendance in Orientation/ Workshops/ Seminars: 1. STET 2022 Question Paper Development Orientation Program on 16th August 2022. 2. Mrs. Ganga Maya Sharma invited for STET Question Paper Moderation on 7th-8th September 2022. 3. Mr. Pawan Kumar Ray invited for conducting interview at SSTRB Govt. of Sikkim on 14th September 2022. 4. One Day Workshop on Lesson Planning by Govt. B.Ed. College, Soreng on 26th November 2022. 5. Mrs. Sittam Gurung and Ms. Rajeta Gurung attended 5 Days FDP on Design, Development and Deliver Online/Blended Learning Course organized by Sikkim University and NIEPA on 12th-16th December 2022. 6. Workshop on NEP 2020 at Sikkim University on 28th-29th March</p>

	<p>2023. 7. Mrs. Sunita Rani Mohapatra, Mrs. Sittam Gurung, Ms. Anusha Rai, Mr. Pawan Kumar Ray and Mr. Kumar Vibhav attended 5 Days Workshop organized by SCERT Sikkim on 8th-12th May 2023. Enrollment of Faculty members in Ph.D.: 1. Mr. Chandan Majumdar in Mangalayatan University, Aligarh, Uttar Pradesh</p>
Community Services/ Activities	<p>The Institution works together with the community and for progress in the community it organizes and participates in various activities: 1. Covid-19 Vaccination Camp for Booster Dose on 14th September 2022. 2. Awareness Program on Mission Mode for prevention and care of Tuberculosis in Educational Institution under NALSA on 1st June 2023</p>
Students' Progression through Curricular and Co-curricular Activities	<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. Curricular Activities: Field Trip to North Sikkim, Sikkim from 17th-19th November 2022, National Science day by Pedagogy of Science on 28/02/2023, Model Making Exhibition on 2/06/2023, Experience Sharing Program on Internship of B.Ed. 4th Semester students on 8-9/06/2023, Final Teaching of B.Ed. 4th Semester by Externals Examiners on 10-11/07/2023, M.Ed. Dissertation Viva-voce on 18/07/2023. Co-curricular</p>

	<p>Activities: Ganesh Charthuthi Puja on 31/08/2022, Hindi Divas Observation on 14/09/2022, Pre-Dusshera Celebration on 30/09/2022, Pre-Diwali Celebration on 21/10/2022, Pre-Christmas and Loosong Namsoong Festival Celebration on 23/12/2022, Pre-Women's Day Celebration on 6/03/2023, Students' Picnic on 7/03/2023, Participation in 6th Inter-College Festival "IGNITE" on 30/04/2023, Participation on "ABLAZE" on 22-24/05/2023, Interactive Session on "Athmanirbhar Bharat" on 29/05/2023, World Environment Day on 5/6/2023, International Yoga Day on 21/06/2023.</p>
<p>Syllabus Revision/ Updating</p>	<p>Dr. Rajesh Singh (Principal), Mrs. Ganga Maya Sharma and Ms. Keekee Fern Cargay were invited by Department of Education, Sikkim University for Syllabus Revision and Updating of B.Ed. and M.Ed. courses for the upcoming session of 2023-2024.</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	
<p>Name of the statutory body</p>	<p>Date of meeting(s)</p>
<p>Management</p>	<p>05/04/2023</p>
<p>14. Whether institutional data submitted to AISHE</p>	
<p>Year</p>	<p>Date of Submission</p>
<p>2022-2023</p>	<p>05/02/2024</p>

15. Multidisciplinary / interdisciplinary

A multidisciplinary education, as envisaged in the NEP- 2020 aims to develop social, physical, intellectual, emotional, and moral capacities of human beings in an integrated manner. The college is under the management of Rhenock Educational Society, a charitable and non-profit organization. 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 purlieu and planning to merge both these institutions under Integrated Teacher Education Program is ongoing. Reviewing these lines, this institution is in the process of transforming itself into a multidisciplinary institution in the next few years to come. Programs such as B.Ed. and M.Ed. that can be taught in a multidisciplinary manner in accordance with UGC and NCTE requirements will be identified further in cooperation with affiliated universities, and sufficient faculty will be provided for them. The institution works closely with Sikkim University for its design in the syllabus which co-relates to the B.Ed. and M.Ed. course structures and requests are made to include the curricular as envisaged in NEP 2020. The institution has requested for the courses to include more community engagement activities, value education, preservation and transmission of our culture and engaging our students' involvement in various activities of the University. The goal of integrated teaching and learning in a multidisciplinary course is to provide an engaging experience that inspires students to want to learn more.

16. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is a system designed to facilitate the accumulation, transfer, and utilization of academic credits earned by students. With endorsement from National Education Policy (2020) and with UGC's decision on allowance of studying two degree courses simultaneously further increases the need and importance of Academic Bank of Credits. The students registered in the institution register in the ABC portal of the Ministry of Education, Government of India. In view of the same all students admitted in the ongoing session of 2022-2023 has registered themselves in the ABC Portal and submitted the details to Sikkim University as well. The university gives a detailed procedure for registration to ABC Portal and students having DigiLocker Account also register for ABC through digilocker portal. The students will be able to access online semester results only after the ABC id is furnished in the result page hence it is mandatory to submit the ABC details to the University through the link they provide

17.Skill development:

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. It is a quality assurance framework which grades and recognizes levels of skill based on the learning outcomes acquired through either formal or informal means. The institution works closely with Sikkim University for its design in the syllabus which co-relates to the B.Ed. and M.Ed. course structures and requests are made to include the curricular as envisaged in NEP 2020. The institution has requested for the courses to include more Value-Based Education to inculcate the development of humanistic, ethical, Constitutional and Universal values which include truth, peace, righteous conduct, love, scientific temperament, citizenship value etc., along with the values there is a request to be included for preservation and transmission of culture which are being lost through the process of modernization. This institution has taken initiatives to develop skills required for teaching-learning process which entails the supervising the class-room, empathetic considerations towards students in their class, intellectual curiosity, collaborative team work skills, interpersonal awareness, consideration towards sociocultural environment etc., through organizing different activities in the institution through various clubs such as Eco Club, Cultural Club, Literary Club, Peace Club and Art & Craft Club. The institution makes use of pedagogy which will have an increased emphasis on communication, discussion, active listening, and reliability, empathy, with opportunities for cross-disciplinary and interdisciplinary thinking.

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 cultural diversities. 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. The institution works closely with Sikkim University for its design in the syllabus which co-relates to the B.Ed. and M.Ed. course structures and requests are made to include

the curricular as envisaged in NEP 2020. This institution has previously and will continue to advocate for the inclusion of pedagogy in the regional languages to its affiliated body, Sikkim University.

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

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. The major components of Outcome Based Education (OBE) are Course Outcome (CO) and Program Outcome (PO). Based on how well these two parts are defined and evaluated, OBE attainment is measured. The ongoing syllabus that is used to impart teacher education to B.Ed. and M.Ed. students are following the Course Objectives as directed in the syllabus. The Course Learning Outcomes and Program Learning Outcomes were conveyed and discussed in the institution and prepared according to the envisaged vision of NEP 2020 catering towards the need to the Sikkimese society as well. 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. 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.

20.Distance education/online education:

As one of the salient features of NEP 2020 in its Fundamental Policy, the Institutions will have the option to run Open and Distance Learning (ODL) and Online Programs, provided they are accredited to do so. The single stream of HEIs will phase out and move towards becoming a more vibrant multidisciplinary institution or a part of a vibrant multidisciplinary HEI cluster. The institution under Sikkim University has participated in various workshops and orientations towards facilitating higher education through SWAYAM and MOOCS Platforms. In the upcoming years with a restructuring in the syllabus and course structures our institution looks forward to adopting the courses offered in SWAYAM and MOOCS platform to partial fulfillment of the B.Ed. and M.Ed. courses.

Extended Profile

1.Student	
2.1 Number of students on roll during the year	108
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:	92
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	91
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	108
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	97,69,248
4.2 Total number of computers on campus for academic purposes	24
3.Teacher	
5.1 Number of full-time teachers during the year:	25
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	25
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	
<p>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.</p> <p>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 specialty and pedagogy papers are taken into</p>	

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	No File Uploaded
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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.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**

21

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

0

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

108

2.1.1.1 - Number of students enrolled during the year

108

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

91

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)	View File
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.

The students are admitted on the basis of merit list. The faculty takes initiative to assess student's knowledge and skill required for the teachers' training program. The faculty assess through simple questioning if the students are really interested to become a teacher or not. Based on students' performance and participation in the beginning of the session in various classes, teachers make an effort to understand their level of readiness to become an efficient and progressive teacher. Thereafter, according to this, academic support and motivation for participation in co-curricular aspects are 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.

Students are motivated to excel in both curricular and co-curricular activities. They are counselled to attend various clubs in the college for proper observation of cultural and national festivals. They are also encouraged to attend youth festivities and inter-college competitions such as debates, writing articles, extempore, sports competitions, cultural 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	View File
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 : 4

2.2.4.1 - Number of mentors in the Institution

24

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	View File

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

Three of the above

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 college has instituted a range of provisions aimed at reinforcing faculty effectiveness in both teaching and mentoring students. This comprehensive support begins prior to admission, with detailed information provided to prospective students regarding eligibility criteria, program scope, and available scholarship opportunities. An orientation program marks the start of each session, setting the tone for collaborative teacher-student relationships that prioritize academic performance, attendance, and discipline. Throughout the duration of the courses, a structured mentoring system ensures continuous guidance from faculty members, encompassing academic counseling as well as attending to students' emotional and mental well-being. Mentor teachers, selected for their capacity to exemplify inclusive teaching practices, actively foster environments conducive to personal, social, and academic success. Detailed timetables, curriculum discussions, examination insights, and internship guidance further equip students for their educational journey. Additionally, the institution organizes enriching talks on multiculturalism, inclusiveness, and mentoring themes. Faculty members are afforded additional space within the college premises to establish direct connections with students in need, providing tailored assistance and conducting remedial classes where necessary. The M.Ed. program integrates dissertation projects, supervised by faculty, to deepen students' research skills. Diverse mentoring practices address various needs, including career guidance, program-specific information, and personal counseling, ensuring holistic

support for student development.

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	View File
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 Innovation encourages teachers and students to explore research and use all the tools to discover something new. It involves various ways of looking at problems and solving them. The thinking process that goes into it will help students to develop their creativity and their problem solving skills. learning Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. It is also important to teachers for improving their professional practice and for school development. learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as

linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: 'One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge' For creative thinking to deepen and extend learning, rather than be an enjoyable but superficialities.

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

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	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching /

Four/Five of the above

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

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	No File Uploaded
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 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

Three of the above

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 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

Two of the above

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

All of the above

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 Harkamaya College of Education 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 delivered. Student teachers have to practices five micro lesson plans comprise of different teaching skills and two method paper comprise of school subject.

During internship Selection of schools for internship is done and of students is arranged in various private and government aided schools every year. The student teachers Practice Teaching comprise about 60 lessons. Discussion lessons comprising 30 lesson plans from each method subject. Along with teaching students are involved in various activities.

Post-internship final lessons (two lessons) in each teaching subject are delivered. The Final lessons are delivered in the presence of External Examiner appointed by the University. The Practice teaching is thus carried out for more than mandated working days to deliver more than the number of lessons (i.e. 30 in each subject) required by the NCTE. The student teachers involve themselves in all school activities like conducting the assembly, arranging sports events, school dairy, Festivals, evaluation, etc. They develop files,

prepare models and charts.

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

89

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

**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**

Nine/All 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	View File

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

25

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

03

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

122

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

122

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 teaching community must adapt to changes by implementing new teaching methods to meet modern requirements. Teacher development encompasses personal, professional, and social aspects. Personal development involves formal methods like attending conferences and informal methods such as creating portfolios. Professional development focuses on student-centered approaches, requiring teachers to bridge the gap between themselves and learners by understanding evolving educational setups. They should possess special characteristics to navigate changing trends effectively. Social development emphasizes the reflective nature of teachers as they shape the future. Teachers must live a life of austerity, constantly reflecting on their actions and making necessary adjustments to fulfill their role in society as educators. This holistic approach to teacher development ensures they remain effective in their crucial role of educating future generations.

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 Harkamaya College of Education follows Sikkim University's evaluation structure, encompassing both internal and external assessment for B.Ed. and M.Ed. students. Internal evaluation ensures continuous awareness of student needs and development among teachers, fostering support and corrective actions when necessary. Faculty members engage in various evaluation modes, with students briefed on the process, examination patterns, and criteria at the semester outset. Internal assessment holds a 30% weightage over four semesters, utilizing mid-term exams, assignments, presentations, and practical tasks. Communication channels like announcements, WhatsApp alerts, and circulars disseminate evaluation-related information. The college ensures student participation in assessment activities throughout the year, complemented by preparatory exams before university assessments. Regular class tests and guidance from teachers aid student preparation, with oversight provided by the Examination cell. The principal conducts curriculum and extracurricular review meetings to monitor progress, facilitating adjustments to activity schedules based on feedback. This comprehensive evaluation framework supports student development and academic excellence at the college.

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

Two of the above

Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

The institution prioritizes transparency in internal assessment, adhering to norms set by Sikkim University. At the semester outset, faculty acquaint students with evaluation components, scheduling internal assessment programs as per university directives. Formative tests are monitored by two observers per hall to ensure fairness. Faculty evaluate exams within 15 days, with random confirmation of answer scripts by the HOD to maintain standards. Students can verify their marks and address grievances promptly. Internal assessment results are publicly displayed, and continuous evaluation occurs through theory lectures, labs, and assignments, with midterm marks posted for transparency. The college appoints a senior supervisor for exam conduct and addresses student problems under the principal's guidance. Grievances during theory exams are discussed with the principal and forwarded to the university if necessary. University-level grievance redressal involves the examination section, facilitating processes like result inquiries and reevaluation requests upon payment of fees. This comprehensive framework ensures fairness and accountability in the assessment process, empowering students to seek recourse when needed.

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.

The Institution prepares an academic calendar is prepared according to the guidelines of the Sikkim University and according to the temporary date sheet of the university examinations. In the semester system, practical are prescribed in terms of planning of departments, time table, attendance review, midterm tests. Students with small attendance are notified according to their names and fined. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year. The head of the institution monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

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.

The B.Ed. and M.Ed. programmes aim to equip student teachers with comprehensive skills and competencies. Programme Learning Outcomes (PLOs) include developing content competency, mastery over teaching methods, understanding shifts in disciplinary knowledge paradigms, and acquiring assessment strategies. Pedagogical skills focus on

transferring content effectively, fostering innovation, and experimenting with classroom practices. Professional ethics emphasize qualities of a good teacher, maintaining impartiality, respecting individuality, and supporting parents in nurturing children. Effective citizen ethics instill values of morality and social responsibility, fostering leadership for societal betterment. Effective communication skills are honed to build confidence and facilitate collaboration with parents and communities for student welfare. Course Learning Outcomes (CLOs) cover understanding childhood and adolescence, educational technology, discipline and pedagogy languages, various subjects including Social Science, Sciences, Mathematics, Economics, and ICT basics, as well as contemporary education techniques, self-development, inclusive education, evaluation, guidance and counseling, value education, and health and physical education. These outcomes ensure holistic professional development for student teachers.

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 institution prominently displays program outcomes on-site and online, ensuring awareness among faculty and students. Orientation programs at the session outset elaborate on these outcomes, shaping the teaching and learning framework. Course outcomes clarify expectations and support learning processes, indicating employability and skill development prospects. They also address

cross-cutting issues like gender, environment, values, and professional ethics. Teaching of theory papers and practicum aligns with program and course outcomes for both B.Ed. and M.Ed. Regular consultations among faculty refine methods, approaches, and strategies. Student teachers undergo a comprehensive school internship program, including pre-internship, internship, and post-internship phases, observed and documented by supervisors. Pedagogy teachers engage with school staff to monitor student teachers' classroom performance, addressing progress and challenges. Post-internship, feedback sessions with the principal and teacher educators provide insights and suggestions for improvement. The institution periodically assesses student teachers' knowledge, skills, and attitudes through satisfaction surveys, internal and external assessments, enabling reflection and planning for continual improvement aligned with program and course outcomes.

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

91

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	View File
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%202022-2023.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	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	View File

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

All of the above

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

3.2 - Research Publications

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

0

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	No File Uploaded
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

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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

5

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 works together with the community and for progress in the community it organizes and participates in various activities

1. Covid-19 Vaccination Camp for Booster Dose on 14th September 2022. The vaccination drive was initiated in the college premises. The students as well as the Samdur (6th Mile) residential area also participated as Booster Dose was provided free of dose by Manipal Central Referral Hospital, Sikkim.

2. Awareness Program on Mission Mode for prevention and care of Tuberculosis in Educational Institution under NALSA on 1st June 2023: the students were made aware of the Tuberculosis and its prevention. 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	No File Uploaded
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

One/Two of the above

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

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 Harkamaya College of Education has an eye catching beautiful green campus in the lap of nature. The college has all the necessary infrastructure facilities which is required for the all-round development of the students. The whole campus is under CCTV surveillance for the purpose of monitoring and safety of the campus.

The heart of the higher education institution is its library and the college has a well-furnished library with adequate no. of books, journals, magazines, encyclopaedias, duplicating machine etc. Integrated Library Management System (KOHA) and DELNET is installed and renewed every year. It has a peaceful reading room which accommodates more than fifty students at a time.

The college has five spacious classrooms with ICT facilities, adequate numbers of furniture and other pedagogy related materials. There are laboratories with necessary equipment. There is a sports field for different sports activities like volleyball, cricket and Futsal etc. The college provides indoor games facilities like table tennis, chess and carom etc. The institution has two large common rooms for students.

The institution has a rich ICT resource centre which provides computer facilities. There are two large multipurpose seminar halls with sound system, overhead projectors where conferences, seminars, workshops etc. are organized.

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://www.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)

69.8

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' version 19.05.06 automated at 2022, 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 and anytime.

The institution has subscribed for DELNET and NDL which allows the stakeholders to get easy access to e- resources. It is 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	http://www.hcesikkim.org/library.html
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

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' version 19.05.06 automated at 2022, 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 catalogue facility, customizable search, online circulation, Bar code printing, Patron card creation, Report Generation etc., the institution has subscribed for DELNET and NDL which allows the stakeholders to get easy access to e- resources. It is 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.

The library is fitted with Bio-metric system for attendance record of both teachers and students. All the teachers and students have to register themselves through the portal provided in the college website to have absolute access in the library. The library-in-charge issues Library card as well.

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

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)

2.82

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

73

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://karma.l2c2.co.in/index.php?module=API&format=HTML&idSite=42&period=year&date=2023-11-21&method=Live.getLastVisitsDetails&filter_limit=-1&expanded=1&format_metrics=1&token_auth=8320b0c75ed1821a7f99631232c556b4&force_api_session=1
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

Three of the above

obtained as and when teachers recommend Documents are obtained as gifts to College

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 is updated monthly. There is Broadband Service with router. There is Fibernet as well which is renewed every month. It is installed on 20th December 2021. At present the college has high speed wi-fi connectivity i.e. Hathway internet service which was installed on 20th of April 2022 and it will be renewed after six months. In the month of January 2023, a new connection (Airtel Wi-Fi) is added and is renewed monthly that facilitates the internet connectivity 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 and classrooms which are utilized frequently for teaching learning activities. These facilities are updated every month.

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

4:1

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)**19.56**

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 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 with OHPs and screen to facilitate learning and are maintained periodically.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.hcesikkim.org/library.html
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 Indicate the one/s applicable

Nine or more of the above

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	B. Any 3 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
6	100

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).

8

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)

7

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 have the freedom to elect the Class Representative. Role of class representative is to co-ordinate with students and teachers initiate programs as well as to make it a success. This body is non-political and is given 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, and preparing the reports. They also help in publication of college magazine by encouraging students to contribute their articles, stories, poems, etc. The programs they actively participate are Foundation Day, Bhanu Jayanti, Inter House

Competitions, Model exhibition, Teacher's Day, Ganesh Puja, and Independence Day which 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	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

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

9

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 Alumni Association of Harkamaya College of Education came into being and got registered with the State Government of Sikkim, having Registration no. E21/GTK/2803 with renewal of Registration validation up to 31st March 2024. At present, there are around 239 members of the association.

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

One/Two 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

2

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.

- 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.
- To update the teachers and students about the teaching-learning process Resource Persons are invited for practical workshop on Learning Outcomes for Pedagogical Approaches.
- Alumni are also part of the IQAC Cell 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.

For the attainment of the institution, the Director, Principal, teaching staff and students, all the stakeholder has a role to play in the contribution towards the college. Participation 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 disseminated among faculty members. There are periodic meetings of Governing Body of the college where verdicts related to quality improvement, policy making is taken based on the feedback received from the stakeholders.

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	View File
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 applies both 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 the management of the Institution has provided the scope for the decentralization and participative management. 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 entrustment 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.

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 embolden 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 website.

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

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 appraisal of the previous session, a discussion on strengths and weaknesses, and suggestions for the present session. Allocation of academic assignments was done. As per NCTE norms, a lift facility for the dibyangas was also added. Laboratory equipment and library resources were increased. The academic calendar was prepared and based on it the time table and work allotment was prepared and the classes were held regularly during this session. The school Internship was done in the presence of specific pedagogy teacher; peer teaching internship was done.

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

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	http://www.hcesikkim.org/index.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

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.

Various meetings of IQAC, Library Committee, and Staff meetings were conducted 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 staff-members (Teaching and Non-teaching) avail Special Leave up to 1 month for exigencies related to Pujas and Family. 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.

02

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

10

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 in 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 in Google Form that was filled by them. The duly filled-in forms was 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 waged 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	View File
Any other relevant information	View File

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 2022-2023, both External and Internal audit was conducted with Mr. 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 programmers / 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, 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	View File
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

02

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	View File

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

Three of the above

initiatives with other institution(s)
Participation in NIRF

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%20meetings%202022-2023 compressed compressed%20(1).pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://hcesikkim.org/userfiles/file/AQAR%202021-22%20Submitted%20and%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

For the third cycle

After getting the recommendation from the NAAC team in the third cycle i.e. 15-16 February 2023, the institution keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives are:

1. Research:

- The teachers are to have dynamism for conducting research to the M.Ed. students.
- The teachers are to publish their research articles in the UGC

Listed Journals to promote quality research, academic integrity and publication ethics. With regard to publication the teachers are also encourage to Print Edited Books according to the Sikkim University Syllabus.

1. Best Practices:

- For Best Practices of the Institution it was decided:
 1. Inviting Guest Lecturers for understanding new practices in B.Ed. and M.Ed. courses.
 2. Adopt a school or a village for community services for assisting, volunteering, organizing and overall strengthening the existing relationship between the institution and the community.

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. The institution has also installed the power Generator for on interrupted power supply.

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 has introduced policy and procedure for Implementation of Waste Management. 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. The levels of the bins have pictorial representation of the kind of waste to be disposed of into each bin. These labels have been made by students, thus involving them in the waste segregation process.

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	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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										
<table border="1"> <thead> <tr> <th data-bbox="86 409 550 465">File Description</th> <th data-bbox="550 409 1471 465">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 465 550 607">Income Expenditure statement highlighting the specific components</td> <td data-bbox="550 465 1471 607" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 607 550 712">Documentary evidence in support of the claim</td> <td data-bbox="550 607 1471 712" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 712 550 779">Geo-tagged photographs</td> <td data-bbox="550 712 1471 779" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 779 550 840">Any other relevant information</td> <td data-bbox="550 779 1471 840" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	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	
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Documentary evidence in support of the claim	No File Uploaded										
Geo-tagged photographs	View File										
Any other relevant information	No File Uploaded										
<p>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</p>											
<p>The college campus is a clean and green campus where environmental friendly practices and education combine to promote sustainable and ecofriendly 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.</p>											
<p>Some initiatives has taken by the institution are:</p> <ul style="list-style-type: none"> • Tree plantations / or cleanliness drive once in a year. • Motivated students to adapt environment friendly practices which include using of paper bags, consumption of plastic item etc. • The students are given strict instructions to maintain the campus clean. 											
<table border="1"> <thead> <tr> <th data-bbox="86 1765 550 1821">File Description</th> <th data-bbox="550 1765 1471 1821">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1821 550 1926">Documents and/or photographs in support of the claim</td> <td data-bbox="550 1821 1471 1926" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1926 550 2000">Any other relevant information</td> <td data-bbox="550 1926 1471 2000" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Documents and/or photographs in support of the claim	View File	Any other relevant information	No File Uploaded					
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	Two of the above										

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

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)

0.23455

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

The institution has organized a world environment day in a community. The major goal of this event is to raise awareness of the value of the resources on our planet and the need to protect them. Every year on 5th June to help raise awareness about the environment and the damage that human activities do to it. The institution has always try to reached the communities for educating the people regarding the plantation of trees, proper use of garbage and

maintaining the sustainable environment with in the society'. 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 students are also involve for cleanliness drive inside the campus.

The college observed World Environment Day through Eco-club on 5th June 2023. The theme of "Invest in our Planet" was shared among our students.

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	No File Uploaded

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

The individual society is moving towards the development of science and technology and the same time our culture is diminishing from the society, In this regard the institution has practice a local festival like pre Dusehara, Pre Deepawali, pre Loosong, and Pre-Christmas to keep our rich tradition and culture alive. The objectives of celebrating of local festivals were Give them an idea about the different festivals, relate the context to be taught with the Culture and tradition, Make them aware about the festival that our ancestors celebrate. This practice has tilled now laid a fruitful impact on the pupil teachers. Students of different cultural background come together to participate and develop their creativity.

Best Practice II- 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. The objectives of program were to Giving them idea about the responsibilities that the pupil teachers are supposed to follow during the internship, Giving them

idea about the duties that the pupil teachers are supposed to follow during the internship, and Articulate them about the methods and techniques that our pupil teacher will be using in the classroom during the internship.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

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

Orientation and Awareness Program in the Institution

Organization of One Day Workshop on Learning Outcomes by Ms. Sadhna Gurung, Lecturer, DIET Gylashing, trained Key Resource Person (KRP) for Learning Outcomes from Sikkim, to enhance the quality of learning in schools, by enabling teachers to ascertain learning skills more accurately and take corrective steps without delay and provide effective learning opportunities to all students including children with special needs.

Organized Covid-19 Vaccination Camp for Booster Dose on 14th September 2022 as working with community.

The institution organized an awareness program on Mission Mode for prevention and care of Tuberculosis under NALSA (Legal Service to the mentally ill and mentally disabled persons) the Scheme 2015, on 1st June 2023. The awareness program was organized by the Sikkim State Legal service Authority (SSLSA) under National Legal Services Authority (NALSA) in coordination with Health and Family Welfare Department. The program was graced by two chief guests Mr. Shekhar Khatiwara, State public private mix Co-ordinator, Govt of Sikkim, and Ms Kushum Dahal health educator, and state IEC Bureau.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded