SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

WEST GUWAHATI COLLEGE OF EDUCATION

WEST GUWAHATI COLLEGE OF EDUCATION, TEMPLEGHAT, PANDU, MALIGAON, GUWAHATI, KAMRUP METRO, ASSAM
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Nilachal Academic Trust founded West Guwahati College of Education on April 1st, 1992 in the Pandu, Maligoan area of Guwahati, Assam, with the goal of educating and nourishing society through the use of cutting-edge teaching techniques and strategies. The organization received recognition from the NCTE and affiliation with Gauhati University to operate a B. Ed program. The government concurred with the institution in 2013. The college has also operated a D. El. Ed program under SCERT from 2017. Since then, the institution's primary goal has been to refocus the teaching profession at the elementary and secondary levels, assisting educators in managing classrooms and teaching students. The process of professionally transforming knowledge involves delivering high-quality, goal-oriented instruction under the guidance of teacher educators. The institution's main goal is to enhance the teaching profession among student trainees by holding webinars, workshops, group activities, and field studies periodically. These activities help students develop their critical thinking skills, decision-making, confidence, and ability to lead productive and wise lives in the future. The college also has got the chance to offer admission to the affiliated university's undergraduate program (FYUG) in 2023–2024.

Vision

To inculcate holistic and quality-oriented teacher education programme through different modern, innovative techniques in teaching learning process among the student trainees.

Mission

To meet the holistic quality education through the "SHOWER THE AMRIT OF KNOWLEDGE", prepare the student teacher for acquiring new knowledge, skills for shaping and promoting the upcoming generation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution carries-

- High Quality teaching faculty.
- Constant monitoring, mentoring & feedback from the students.
- Prepare the students for the present global scenario.
- Free TET coaching by alumni & teacher educators.
- Focus on training & grooming of students through different outreach, extension, and hand on activities.
- A positive approach with full commitment for providing all aspects to maintain and utilize resources by the trust and the Governing Body of the College.
- Spacious classrooms which are equipped with whiteboards and CCTV cameras, LCD Projectors to facilitated audio-visual presentation.

- Well furnished laboratories for science, psychology, English, geography, ICT. the institute has Learning Management System
- ISO 9001:2015 Quality Management Systems, ISO 14001:2015. Environment Management System and ISO 50001:2018 Energy Management System.
- Wi-Fi enabled with 100 Mbps having accessibility for both students and faculties.
- MoUs with Universities, Colleges, Industries, fire station, fashion technologies, rehab centers, NGOs and with other non-profit organizations, MoA with schools and institute has adopted a village.
- Add-on courses for empowering students
- International Symposium, National Seminar, National Workshops, Panel discussion, FDP, national level puppet festival; inter Bed collage debate competition, short play competition.
- Solar panels, rainwater harvesting, vermicompost, mushroom cultivation, greenhouse.
- Tally and ERP module.
- Life membership with CEAM (Council for Educational Administration and Management and CTE (Centre for Teacher Education).
- Registration under Viksit Bharat, NPTEL(SWATAM), MOOC
- Educational blog named as WGCE blog in which students and teachers can upload their e-content.
- Strong alumni association for helping the current students.
- Medical health camp, door to door campaign to aware the community about save energy, save girl child, save water.
- Canteen, pure drinking water and parking facilities and well-equipped multipurpose hall with LCD facility, specialized Art and Drama room is also provided for all-round development of the students along with academics, the students are also provided with sports and cultural facilities.

Institutional Weakness

- There is scarcity of faculty members with NCTE norms even after continuous advertisement.
- Space limitation for further expansion of faculties.
- The institute is self-financed, so the institution has limited financial resources to meet the needs of the institution.
- The institution lacks in foreign collaboration.
- The tuition fee of the students are the only sources of income for the college

Institutional Opportunity

- Collaboration with other institutes through MoU student-faculty exchange program with other reputed organisation.
- External funding for projects, research organizations.

- Exploring possibilities of interdisciplinary and multidisciplinary research work along with the students and faculty exchange program with other institutions and universities
- Can develop more certificate programs, skill upgradation programs for students' improvement and exposure.

- Can collaborate with foreign universities to exchange program.

Institutional Challenge

- Keeping pace with modification of NEP 2020.
- To motivate faculty for project/research etc.

- Since the institution is affiliated by Gauhati University and recognized by NCTE it must follow the rules and regulations set by them time to time. So, with limited resources, it becomes difficult to meet the needs of the regulatory bodies.
- The tenure of the B.ed course started with one year degree followed by two degrees as per regulations but the instruction for making the institute composite which become difficult due to limited resources. The multidisciplinary approach as per NEP2020 has stood as a challenge for the institution especially as Teachers training college.

- The institution lacks facilities for research works due to available resources.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Being a college associated with Gauhati University, it follows the course materials created and prepared by the University for the B.Ed. program since 1992.The institution has created strong plans and strategies to guarantee the efficient execution of the university's mandate in order to achieve the regulatory bodies' goals and find out program outcomes. For students, staff, and other college stakeholders, the prospectus and academic calendar serve as useful sources of information and a planner. The college periodically has internal meetings to plan its curriculum. Action plans are taken at the meeting in case a mid-course correction is required. It encompasses all of the college's activities, including the student section, academic, administrative, co-curricular, and extracurricular programs. The WGCE creates a solid foundation for academic delivery by planning the activities in accordance with the program and course results. This helps to construct the academic calendar. Together with the internal exam and class test schedule, it includes tentative timetables for co-curricular, extracurricular, and cultural events, sports, conferences, seminars, outreach programs, FDP, workshops, and awareness campaigns. The judicious blend of mentor-mentee improves the teaching-learning process whole the year.

From 2019–20 to 2022-2023, the institution offers nine numbers (three-months) value-added courses to help student teachers .The institution gives students the option to choose self-study courses in order to improve the trainees themselves. The institution advises students to use the library and computer lab for their independent study courses. The stakeholders' feedback mechanism in the institution serves as an eye on the academic and administrative systems.

Teaching-learning and Evaluation

The primary goal of teaching methodology is a student-centric approach. WGCE offers instruction in both formal and informal with bilingual settings. In order to upliftment of the students through teaching methods, the

teacher educators assist the students in acquiring the knowledge and skills through formal education. WGCE carries out both official and informal teaching and learning activities. Formal learning occurs as a result of a classroom or related activity that teachers design to support students in achieving specific cognitive and other goals so that they can advance in group problem-solving, analysis, written and oral communication, and critical thinking. Learning is made student-centric through scholastic and co-scholastic activities like seminars, assignments, tutorials, case studies ,interaction with experts invited guest lectures, workshops and conferences which are organized in the campus. Focus is being laid on discussion mode of learning, class presentations, assignments, remedial classes. Participation is considered prerequisite for learning which motivates and encourages student trainees to actively participate in their learning. For speaking, listening ,writing and collaborating with other students, teacher educators adopt the ways such as lecture method , interactive method, project and field work method ,computer-assisted method ,experiment method etc. WGCE maintains outcome based education system to ensure the attainment of course learning outcome (CLO) and program learning outcome (PLO) which are performed by the students during final exam prescribed by Gauhati University. Our institution conducts ongoing internal evaluations to determine the students' level of achievement through a variety of methods, including written exams, presentations, assignments, group discussions, and project work. As a constituent of the university that the institution adheres to, the final exam is entirely created and developed by the university. The teacher educator informs all the components related to the teaching-learning process to the newcomers during the induction program at the start of the year in order to complete all the mechanism related to B.Ed course within the allotted period prescribed by the Gauhati University.

Infrastructure and Learning Resources

Any educational institution must have infrastructure with ICT resources and labs covering a variety of pedagogical areas. The college's administration takes a proactive role and is fully committed to provide all the resources needed to maintain and make use of them. As a result, the college complies with regulatory authorities' criteria. LCD projectors are installed in the labs and classrooms to support the audio-visual presentations. There is free wifi on campus as well as fire extinguisher equipment. The library is furnished with a wide range of texts and reference volumes covering every subject, as well as journals, newspapers, magazines, and E-resources accessible via DELNET and NDLI to fulfill the evolving needs of teacher-educators and student-trainees. The library is equipped with fire extinguisher equipment and closed circuit television (CCTV) surveillance cameras with OPAC system. The institution's library has implemented SOUL 3.0 software to help with the issue and return processes by finding the author, books, titles, and subjects. The college library is digitalized through an MOU with K.C. Das Commerce College, which is nearby the institution. In order to support the teaching-learning process in a variety of ways, the institution has language labs, geography labs, science labs, math labs, psychological labs and a multipurpose hall for art, drama, yoga and other recreational activities. The institution also has a sick room, conference room, canteen, boys' and girls' common room, auditorium hall, counseling room, vermicompost, mushroom production room, folk museum, and green house.

Student Support and Progression

As a major contributor to the institution's growth and development, WGCE runs a number of programs with the help and participation of the student trainees. The WGCE gives students the chance to participate in a range of extracurricular, co-curricular, and administrative activities. The organization often hosts panel discussions, workshops, advice programs, and counseling sessions for students to educate them about current concerns and problems in education.

In addition, the college organizes sports, yoga classes, mindfulness training, and medical health camps for their mental and physical development. Students are exposed to taking part in college-sponsored cultural events. They are inspiring and motivating to take part in the university's inter-college festival. In order to understand and learn how to deal with real-world situations and to understand their responsibilities towards society as future citizens of the country, students are members of a variety of committees at their college, such as the grievance redressal committee, the anti-ragging committee, the sexual harassment committee, the students' union, and the mentoring committee.

WGCE takes into account the ideas made by students to enhance the college's operation and make it run more smoothly, successfully, and effectively. Strong alumni association at the college assists current students with TET counseling, offer advice at induction sessions, donate books to the library, organize events during orientation programs, leads field trips etc. To equip and empower students with the knowledge, abilities, and attitudes they need to succeed in the ever-changing and increasingly diverse world.

Governance, Leadership and Management

The organization supports participative management and decentralization as best practices. IQAC, Admission Committee, Anti-Ragging Committee, Guidance and Counseling Cell, Mentor-mentee Committee, Energy Committee, Sexual Harassment Committee, Add-on Course Committee, Examination Committee, Remedial Coaching Committee, Child Protection Committee, Students' Monitoring Committee, Campus Discipline Committee, Library Advisor Committee, and Child Protection Cell are formed in our institution to practice decentralization. A Quality Assurance Cell comprising both teaching and non-teaching staff members is housed within the college. This group meets frequently to explore a range of topics, including how the landscape of education is evolving both locally and globally. It serves as a think tank. The IQAC recommended the following course of action to address the facilities and services, the students, and the employers:-

1. The several committees established to decentralize the institution as a whole

2. To create and implement standards for quality.

3. To establish guidelines for the institution's numerous academic and administrative initiatives.

4. To support faculty development and the establishment of a learner-centric environment

5. To provide all stakeholders with information on different quality indicators.
6. Using ERP to keep up institutional databases in order to preserve and improve institutional quality

Our institution feels that pupils should be instilled with a value system. It offers a platform for students to fulfill their obligations to their community and society. The college has given Rs. 30 lakhs to Bharat Seva Sangha (2020), 10,000 for the Chief Ministers' Relief Fund during COVID-19, 4,000 to the Local Bihu Committee (2019), 10,000 to the Flood Relief Camp (2022), 3,000 to the local club for celebrating Biswakarma Puja (2022), and 5,000 to the local club for celebrating Bihu festival (2022). 10,000 for the celebration of the local festival in 2018, 10,000 for the Pandu Durga Puja celebration in 2019, and 1000 for the Pandu Sahitya Sabha in 2019.

The management plans carefully to use of the available resources and responds quickly. The empowered group that includes the principal, members of the IQAC, teachers, support personnel, and students assists in creating

and carrying out high-quality plans and policies.

Institutional Values and Best Practices

In order to prepare student trainees for a career as nation builders, WGCE is making every effort to educate members of all social classes. The organization makes an effort to provide quality values to all stakeholders. Under this plan of action, the college provides a platform with cutting-edge teaching pedagogy so that students can organize, take part in, and carry out a variety of events and activities all year long, improving their knowledge, skills, and attitude .As mentioned above, through a variety of events and activities that are appropriately structured at the start of the session, students, staff, and faculty members are also involved and given opportunity to extend their footprints in communities and the environmental eco-system.

Our institution fosters values in its pupils for their overall development by providing an environment that is conducive to their growth on all fronts.

Regarding the subject of **gender equity**, WGCE is deeply committed and empathetic to educate pupils about the need of treating all people with respect and the fact that everyone, regardless of gender, is favored and valued equally.

By planning several outreach initiatives with local communities and internship schools, WGCE promotes **life skills** in student trainees to build a work culture. Instead of pursuing worldly goals, education should strive for complete self-realization in order to achieve total liberty and instill ideals in the workplace culture.

Research and Outreach Activities

The institution's primary goals are knowledge creation and creative approaches, which encourages students to look into new avenues for their academic careers. Throughout the training time, the institution hosts seminars, workshops, panel discussions, internships, and surveys to foster research attitudes that enable both teacher educators and students to engage with subject matter specialists in the field of education. Renowned academicians serve as resource people for extension talks and lectures on educational topics. The college supports collaborative, multidisciplinary research and publishing by teacher educators and students. The college's current resources, such as research journals, computer labs, the internet, libraries, orientation programs, faculty development initiatives, and short-term programs, enable the faculty to engage in research activities. The student trainees carry action research project under the guidance of the teacher educators every year in the respective internship schools.

Azadi Ka Amrit Mahotsav, Nayi Chetna, Voters' Awareness program, Women Empowerment, Door to Door Awareness, Gender Awareness, Sachchata Abhijan, National Science Day, Hindi Divas, Constitutional Day, G-20 ,Fit India Day, Gandhi Jayanti, Republic Day, Independence Day, Children's Day, Mathematics Day, and International Days like Zero Tolerance Day, Women's Day, AIDS Day, Millet Year, Disabilities Day, Environment Day, Yoga Day, and Theater Day are just a few of the events and activities that WGCE hosts throughout the year.

The community is surveyed in various aspects by student-trainees, and WGCE adopts a village named CHANDRA, which is 30 km away from the college, and arranges gender awareness talks, literature days, and book distribution program in the adopted village. In addition to their internships and occasional practice

teaching in schools, the student trainees actively engage in various cooperative projects for the observation of regional festivals and events.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	WEST GUWAHATI COLLEGE OF EDUCATION
Address	West Guwahati College of Education, Templeghat, Pandu, Maligaon, Guwahati, Kamrup Metro, Assam
City	GUWAHATI
State	Assam
Pin	781012
Website	www.wgce.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Gitanjali Choudhury	0361-4051939	9957179148	-	wgcebed3@gmail.com
IQAC / CIQA coordinator	Barsita Sarkar	-	7896571915	-	barsitasarkar47@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Assam	Gauhati University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	20-05-2015	108	BED recognition is continuing Since two zero one seven DELED course is functioning

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	West Guwahati College of Education, Templeghat, Pandu, Maligaon, Guwahati, Kamrup Metro, Assam	Urban	0.742	3505.2

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	DEGREE	English,Assamese	100	100
UG	BA,Education,ASSAMESE PHILOSOPHY ENGLISH SOCIOLOGY	48	HS	English,Assamese	100	4

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	1	0	1	4	11	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	0	3	0	3
Yet to Recruit				5

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	5	8	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	13	1	0	0	14
	Female	84	2	0	0	86
	Others	0	0	0	0	0
Diploma	Male	6	0	0	0	6
	Female	44	0	0	0	44
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	6	1	1
	Female	8	7	10	11
	Others	0	0	0	0
ST	Male	6	1	5	2
	Female	11	14	12	20
	Others	0	0	0	0
OBC	Male	11	10	10	4
	Female	29	35	34	40
	Others	0	0	0	0
General	Male	15	14	13	11
	Female	62	57	56	55
	Others	0	0	0	0
Others	Male	0	0	4	2
	Female	0	6	4	4
	Others	0	0	0	0
Total		145	150	149	150

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	MULTIDISCIPLINARY- West Guwahati College of Education adopts Multidisciplinary approach to combine knowledge and skills in different academic disciplines for the development of physical, mental, social, intellectual, emotional, moral, sot skills capacities of students-trainees in integrated manner. Resource person from different disciplines such as Agriculture, Medical, Law, Art are invited to provide their knowledge in their respective field through which the students can get experiential learning for their mental and physical growth and development. Students-trainees get exposure through workshop and personality development, skill enhancement programme, field trip and excursion, communication

	development for connecting in teaching learning approaches in a systematic way. Students gather their disciplinary knowledge, integrated their knowledge and skills of different disciplines. The teamwork, conflict resolution among the students help to find a common goal with their diversity through Multidisciplinary Approach. INTERDISCIPLINARY- An interdisciplinary approach involves faculties from different disciplines working collaboratively; with a common purpose to set goals make decisions and share resources and responsibilities. The teaching-learning process includes the correlation of various disciplines so that the concept is learnt with clarity, critical thinking and divergent thought process develops in the students. Students-trainees are given opportunities of academic growth through participation in seminars, conferences, lectures of experts from various disciplines, group discussion and presentation.
2. Academic bank of credits (ABC):	West Guwahati College of Education is an affiliated college of Gauhati University. In the direction of Academic Bank of Credits the guidelines issued by the affiliating university are being implemented by the institute. The registration Link of ABC Portal has been provided on our website. Portal consisting of the details of ABC along with registration procedure have been displayed on the notice board. Teachers aware the students about the benefits of ABC facility and encourage them to open an Academic Bank Account.
3. Skill development:	West Guwahati College of Education has implemented Vocational Course for the students to enhance the skills. Organizing various workshop such as Tie and Dye, Block printing, Collage, Embroidery, Poster making, Cookery Skills, Mushroom cultivation, Vermicompost preparation, green house preparation, Screen printing, College has given the scope to the student trainees so that they can apply their skills directly in their professional career. College equips the students holistically with the knowledge and skills for leading the country in future. WGCE practices to introduce Vocational Education in inclusive and flexible environment.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	West Guwahati College of Education conducts Webniar workshop to integrate IKS with Ethno regional representation of different ethnic cultures,

	religions customs, traditions are reflected in the event of cooking competition, Short play competition, Book reading competition, Group Discussion. India has such treasure of knowledge that enriched the Indian civilization. A bilingual classroom is a good educational environment provides an atmosphere of teaching and learning for teachers and students-trainees. Teachers should adopt specific and appropriate teaching method to create a good bilingual classroom environment. This means that students gain professional knowledge while improving their overall skills. On the bases of requirements college constructed an online immersion teaching system based on digital platform and designs the specific teaching process by using digital technology. The digital platform can improve students' knowledge; online learning enthusiasm through multisource. On the other hand, University add MOOC in the course B.Ed./D.El.Ed. the digital platform can also depict students' knowledge; expressions and movements develop e-contest intelligently intensify students; individual needs and make online immersion teaching truly teach students in accordance with their aptitude. Therefore, the digital platform will further guide online teaching toward digitalization and intelligence in the future. To promoting and preserving language the college is conducted celebration and events in the premises of college.
5. Focus on Outcome based education (OBE):	West Guwahati College of Education focuses on Teacher training related methodologies in which the course delivery, assessment are planned to achieve the objectives and outcomes. The institution has implemented OBE with clearly stated programme outcome, programme specific outcomes and course outcomes. All courses of the syllabus prescribed by Gauhati University are designed with outcome centred on cognitive abilities such Remembering, Understanding, Applying, Analysing, Synthesising, Evaluating and Creating. Apart from the domain specific skill, learning outcome of all levels ensure social and moral values to the students. The course related to Teacher Training programmes gives priority to ends, purposes, accomplishment and result, through which the students can display at the end of the course. Outcome based Education accommodates different learning styles and enables

	innovation in teaching by the student trainees.
6. Distance education/online education:	Our students are enrolled in MOOC for each semester, and they study within their own pace through online mode. The faculties give required guidance and support which they require in successful completion of the course. They guide and help the students during the enrolment process, selection of topics, submission of the assignments, attempting the quizzes, use of technology in learning process for the successful completion of their course. or better understanding of the concepts the faculties use the technological tools for effective teaching learning which includes tutorials, simulation, productivity tools, communication tools—such as email and more. Tutorials teach new concepts in a structured format where simulations model an experiment or scenario. The use of computers as tutors, for drill and practice, and for instructional delivery, combined with traditional instruction, results in increase in learning in the traditional curriculum and basic skills areas, as well as higher test scores in some subjects compared to traditional. Teaching through power point presentation, online projects, collaborative learning, support students' collaboration on creating new knowledge, reflecting on what they are learning and working together to achieve a deeper understanding of course material. Flipping the classroom with tools such as videos, audio, online quizzes can help in and out of class activity work together. They make the learning process more effective and useful. Our institution works on the blended learning approaches, allowing students to give the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment. The college is registered in NPTEL local chapter- for the benefit of the students. They can avail online courses through the NPTEL.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has set up an Electoral Club for sensitizing and to make students aware for their right to vote and their political participation in election. This club advocates for transparency, accountability

	and fairness in the electoral process. The objectives of this club are centred on promoting democratic value, encouraging civic engagement and empower students to become active and responsible citizens in their communities.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	ELC of the college consist of 8 members: 1 Number of Faculty= Nodal Officer 3 Numbers of Faculty= Co-ordinating members 4 Numbers students = Co-ordinating members
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC conducts the programme such as- a. National Voters Day celebration. b. Poster making competition c. Poem recitation in different languages. d. Logo preparation e. Door to door campaign.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Electoral related program done by the college in the community related electoral issues are: A. Voters' awareness program in adopted village. B. Discussion session on voters' role in framing the Government among the community people. C. Slogan writing D. Talk with local counsellors about the events related to vote and its impact on citizens.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Electoral Literacy club visits the nearby communities to aware and to motivate the students for due process of voting and show them how to register their name in the portal of voter.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
197	197	196	196	195
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description			Document	
Letter from the authority (NCTE / University / R			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	40	40
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Central / State Govt. reservation policy for adm			[View Document](#)	

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	99	97	99	96

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	97	96	99	94

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	13

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
49.11	114.69	90.06	25.99	20.84

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 37

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The college is affiliated to Gauhati University so the institution does not have any direct role in revising the curriculum. Staff meetings are conducted regarding Planning of the curriculum which is discussed based on the feedback of the students and also, about their difficulties in understanding different papers. In the staff meeting each paper of the BED course is discussed in the following strategy – Objectives are read out and get clarified; every Unit of the paper are thoroughly read out and teaching methods to be applied are tentatively planned; even the assignments to be offered are discussed with suitable activities to be carried out. After completion of the Unit evaluation shall be carried out in the form of class tests, seminars, project work or assignments.

Curriculum revision is done in house on the basis of the assessment of the students done as per the papers of the syllabus. So, if the assessment is not up to the mark a certain kind of revision work can be done by the faculties for the up gradation of the results of the students.

The syllabus of the course is also planned depending on the local context/situation followed by the Academic Calendar. To implement the curriculum prescribed by Gauhati University the institution has adopted different strategies in the local context so that the student trainees can collaborate, create critically with their own unique talent integrating social, economic, environmental, cultural, political aspects for improvisation of their knowledge. This will lead to change in mindset and attitude towards the fulfilment of the goals. For mid course correction the institution has the flexibility for change while handling the course after the assessment. To make adjustments to an ongoing syllabus to achieve desired goals/outcomes such as group discussion, seminar, workshop, field activities, community engagement, webinar, so that there is interaction between teacher and students, students and community.

Institution ensures an effective curriculum, well-planned, documented for B.Ed., review after every three years in alignment with the National Council for Teacher Education curriculum reforms integrating the recent educational trends and development.

Students have experiential learning with practical sessions including activity-based learning: webinars, seminars, field engagement/studies, interactive classrooms, peer teaching, internship, co-curricular activities to develop teaching competencies.

Sources for Curriculum Change:

- Current trends in the field of teacher education, state and national, international directives
- Requirements of various boards (CBSE, SEBA)

- Empirical research in various disciplines Faculty Development Programmes

In order to fulfil the above-mentioned tasks following Steps are taken into action: -----

- Faculty members review the syllabus for respective courses and activities that are chalked out for pedagogical purpose.
- Effective curriculum delivery through systematic, strategic, transparent processes is ensured.
- Academic and assessment processes are reviewed, discussed, relevant to local context/situation.
- Academic Calendar is prepared.
- Practice Teaching/Internship phases are aligned with school's schedule.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)

1.1.2

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7.   Alumni

Response: A. Any 5 or more of the above

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

1.1.3

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

1.   Website of the Institution

2.   Prospectus

3.   Student induction programme

4.   Orientation programme for teachers

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 76.92

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

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

1.2.2

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

Response: 5.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	6	5	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)

1.2.3

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

Response: 17.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	55	37	31	0

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)

1.2.5

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

Response: 2.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	7	3	5	8

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

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A fundamental or coherent understanding of the field of teacher education:

The curriculum of this institution offered for the B.Ed. programme provides opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioural components and skills so that the learning areas are focused towards the attitude formation of a global curriculum.

Procedural knowledge that creates teachers for different levels of school education:

The knowledge domain emphasizing on acquisition, integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars/webinars, workshops, discussions, debates, projects, assignments which directs towards processing critical thinking, analytical thinking, reflective thinking, and effective reasoning to develop cognitive- psychomotor abilities. Learning through multidisciplinary integrated approach for a universal perspective of acquisition of knowledge. Students are provided conceptual knowledge and application to create representative models and simulation scenarios. Students are ignited with scientific and literary temper to integrate 21st century skills for different levels of school education –primary, elementary and high school levels. Procedural knowledge for different levels of school education skills are included in the pedagogical methodologies that are specific to ones chosen specialization. Core subjects and methodologies are taught using the demonstration approach, wherein students are introduced to generic teacher education concepts. A flexible teaching approach that embraces the use of constructivist school of thoughts. For example, the internship is bifurcated into observation phase and on – the –job teaching. During the observation phase, student teachers are required to observe master teachers to internalize the fundamentals of teaching skills and capability practiced during classroom transaction, capability to infer from what one has learnt and apply the acquired competencies to classroom transaction. In 1st year students are assigned to the primary level and the lesson plans reflect on preparation for that specific level. In 2nd year students are exposed to high school level to reinforce school education skills specific to their chosen specialization. The knowledge, skills and attitudes are being manifested through the community studies project undertaken during the course. Students are provided the theoretical knowledge and the conceptual application of this knowledge that is transacted in the laboratories convened for each course. Students are asked to create representative models (2D and 3D) and simulation scenarios to demonstrate their understanding of the concepts through application. Students extrapolate from what they have learnt and apply the acquired competencies to new situations. For instance in the area of environmental sciences, the concept of environment is being taught from both teacher and student point of view. College has taken through differ methods and procedures so that students can gain the procedural knowledge in different levels of school education.

Capability to Extrapolate from what one has learnt and apply acquired competencies :

As per the curriculum the college provides for One month Practice Teaching and Four Months Internship which students are able to extrapolate through Micro Teaching Classes as transacted in the Classroom .The student Trainees also go for Community work as per the demand of the syllabus.

Skills/Competencies such as :Emotional intelligence ,critical thinking ,negotiation and communication skills ,collaboration with others, etc.:

Skills such as Emotional Intelligence, Critical Thinking, Communication Skills, inter personal skills, ICT, Collaboration with others etc. are introduced in the theory, practical and projects in all courses.

Through the add-on courses and the Enhancing Professional Competencies EPC courses, students are exposed to the application of these concepts and use it in the classrooms. For e.g. in Drama and Art students choose concepts from the school content to write scripts and enact them with themes that reflect the significance of various skills and competencies in teacher education. Activities both individual and group (academic and co-scholastic)like writing articles for college magazine, graffiti art work in classrooms, poster making, competitions, debates, discussions, essay writing, activities of various clubs and committees, dance and music are all built in modalities that fine tune student teachers skills, competencies for scientific and literary temper to integrate the 21stcentury skills.

Values:

Some areas in the syllabi were designed in such a manner to instill values in the students, a sense of worthiness towards the teaching profession and valuing their decisions to take up the course. 'Reading and Reflecting Texts' wherein students read the passage, reflect upon it and analyse by using the critical reading strategy thereby reading between lines is taught in language class. In this manner student teachers can develop language skills as well as critical thinking skills, reflective and problem-solving skills. Being a Teacher Education Institute – training teachers into performers and actors is an essential aspect of a teacher's personality, therefore acting, stagecraft skills are subtly included in EPC ii – Drama & Art in Education, which augments a stimulus-variation component during peer teaching phase. · Similarly entrepreneurial skills are developed through a certificate course titled 'Educational Management,' giving students a benefit of becoming entrepreneurs and acquiring managerial skills. · Certificate courses are offered in computer education .soft skills thereby giving the student teachers necessary knowledge, attitudes and skills. · Critical thinking skills are developed inculcating a platform for decision making in the areas of pedagogical approaches.

Attitudes:

Input sessions, competitions such as academic, intellectual ,co – scholastic areas are provided to give them opportunities to participate for developing students' knowledge, attitudes, values, skills of team spirit, leadership and communication skills, for holistic development. Portfolio project gives students a reflection of their previous semester's performances both in curricular and co-curricular areas and also is an indicator of their growth chart and attitudinal changes over a period of time. Guided by mentors ,students learn the skills in presentations. A right attitude towards the course is planned by their respective mentors. The reflective journal throws light on the progress of their reflections during their two year programme imbibing the right attitudes and demonstrating it. Group projects enhance the skills of collaboration, negotiation and communication in designing instructional plans, analyzing curriculum, teaching in peer groups, innovative approaches, etc.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

1.3.2

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

Response:

Development of School System

The curriculum covers the theoretical aspects exhaustively. The programmer's gives a broad perspective of various boards such as, International Council of Secondary Education (ICSE), Central Board of Secondary Education (CBSE) and State Educational Board Of Assam (SEBA).

Functioning of Various Boards of School Education

Preparation of lesson plans differs from board to board. Students are familiarized with a comparative study of curriculum framework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. In-house innovative lessons expose them to national and international perspectives. Students engage in techniques that can connect approaches to promote diversity.

Functional differences among them

To accustom with the differences among the different types of schools, the college invites the school Heads/Principals in the induction program to deliver the lectures on administrative and academic atmosphere of their institution.

Schools adapt their curriculum as per the syllabus of their board. Students-trainees are asked to prepare the lesson plans with different learning styles and abilities like group work or individualized learning plans.

Co-curricular and curricular activities are carried by different Boards .These differences are studied by the student-trainees during their visit in the schools

Schools engage with the broader community involving outreached efforts, parents' involvement or partnership with community organizations. Student trainees are also asked to join in such types of program conducted by different types of schools type to type.

Assessment Systems:

The student trainees critically analysis the text-books with unit plans of secondary level which are continued in different types of schools. The assessment system of different boards are introduced by preparing cumulative record card ,anecdotal record cards under the guidance of teacher educators . Every year student trainee's analysis the question papers with Blue-Print after the 10th exam to know the variations of question patterns.

Norms and Standards:

Academic standards for teaching – learning – evaluation are articulated and revised as per the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banks, scholastic achievement test are all familiarized as per the functional differences.

State-wise Variations:

The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes. Proficient in adopting the revised Blooms taxonomy and familiar with learning indicators as given by NCERT/ SCERT in designing classroom assessment techniques and international perspective such as National Science Standards and UNESCO Science Education "Current Challenges in Basic Science Education" are also considered.

An International and Comparative Perspective:

Country-wise and State-wise variations are familiarized in the diversities of school system . Western Vs. Eastern thinkers, their ideologies and approaches are included in the syllabus of philosophy and psychology to acquaint the student teachers to understand the foundations by organizing Group discussions, seminars.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)

1.3.3

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

Response:

West Guwahati College of Education, fosters a holistic and interconnected learning environment with highly qualified teacher educators in transacting pedagogy .Our institution employs a strategic blend of innovative methodologies, real-world exposure, and reflective practices to equip students with the requisite understanding and professional acumen.

We have a strong **monitoring system** in place throughout the duration of the internship course. This gives the teacher educators a chance to watch other trainees in professional way. We provide a **supervision diary** in addition to the internship evaluation to help student trainees for the improvement of their professional and instructional skills.

The institution places a strong emphasis on **reflective practices**. We encourage students to regularly reflect on their learning journey, classroom experiences, and teaching methodologies. This reflective approach enhances their self-awareness for refining and adapting their teaching strategies in response to evolving educational landscapes.

The college organizes workshops, seminars, and guest lectures, eminent educators and experts in the field to current trends, innovative practices, and the latest research in education for professional development. To gauge the effectiveness of our initiatives, the college has implemented a robust assessment system and continuous feedback system.

A platform for **microteaching skills** practice is given to the students before going to practice teaching session in B.Ed. 1st year, allowing them to practice and become proficient in the skills in accordance with their curriculum's pedagogy. Throughout the internship period in B. Ed 2nd year, interns integrate their pertinent knowledge of several disciplines to maximise learning outcomes for students at the designated schools. Using a variety of teaching-learning techniques, activities, and functions, the trainees organise their lectures according to the schedule received from the schools and integrate the professionally applicable knowledge they have acquired in the college.

They create a range of **lesson plans** with TLM, including ICT-based, and model lesson format (which is given by the Gauhati University) in their teaching. By using a variety of teaching-learning techniques, the interns make sure that students have a better comprehension of both the theoretical and practical parts of the content they are studying. **Peer tutoring, experiential learning, and co-operative learning strategies** are utilised to instil values in pupils such as sharing, cooperation. They continue to keep the assessment records of the students through **Scholastic Achievement Test, Action research.** In addition to teaching in classrooms, the interns integrate the students by taking part in a variety of extracurricular events, such as school functions, morning assemblies, and celebrations of significant days.

Student teachers' development of aesthetic values was enhanced by training and involvement in art and drama. Microteaching demonstration classes, criticism classes, feedback link practices, and lesson plans built around a model of instruction offer the skills and competences needed to cross over into optional areas in the school curriculum. They not only carry out their responsibilities but also gain admirable regards for the teaching profession.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

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1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 100

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)

2.1.2

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

Response: 74.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	32	33	32	37

File Description	Document
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Any other relevant information	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

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

Response: 3.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	6	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

West Guwahati College of Education gives 100 students every year in B.Ed. 2 years course. After declaration of GUBEDCET results, WGCE uploads google forms on college website to the aspirants for B.Ed. admission every year. as per the responses of the candidates' merit list as well as the waiting lists are published maintaining the quota like SC, ST, OBC, PWD, EWS the affiliating university that is Gauhati University.

- Selected candidates will be eligible for admission who has fulfilled all the criteria like 50% in UG programme from recognised universities for general and 45% for other categories. The authentic documents of the candidates are verified by the Admission Committee; depending on the candidates'eligibility the admission procedure is undertaken by the college.
- Before resuming the new classes every year, an Induction Program is conducted for the newly admitted students where counselling session is held. During the session **questionnaire on readiness** are provided to the newly admitted students to know about their level of readiness for the B.Ed. program.
- Ice breaking sessions are included to break the barriers among themselves in relation to their cultures, languages,and identity. Adequate environment and space are given to the new entries to identify the needs of the learner.
- The head of the institutions along with other teacher educators illustrate to the newcomers about the concept of **PEEK** (Physical readiness, Emotional Readiness, Experiential readiness, Knowledge Readiness) so that they can achieve their goals within two years.
- Thereafter, through the **Mentor Mentee session**, 100 students are grouped where at least 10 members student trainees are deputed to one teacher educator who guides them to learn the course material with confidence.
- WGCE motivates the newcomers for the new profession of their life with some intervention's specific capacity. within one teacher educators. "Way Of Knowing" is described to them for the B.Ed. program. The combination of preparedness and openness to learning is followed by west Guwahati college of Education. To cope up with the social and intellectual maturity, the college motivates each new member of the B.Ed. course through mentoring sessions, group discussions, projects, field visits are also provided through out one year for giving the academic support as expected from the prescribed syllabus.
- To over pre contemplation of stage of entrants, WGCE conducts various programs such as **value-added courses, skill enhancement program** so that the student trainees can prepare themselves, can mould as a teacher themselves in their 2 years B.Ed. journey. The student trainees can also avail the E-Resources from the college library also.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 19.7

2.2.4.1 **Number of mentors in the Institution**

Response: 10

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

WGCE adopts different methods in teaching learning process for producing effective, active and dynamic teachers in future. Different papers of the syllabus are taught through various approaches. The institute provides all types of learning, methods and techniques to enhance the students. The following methods are used in the colleges which are students' centric learning.

- Experiential learning

To teach pedagogical subjects, teacher educators give experiential learning in the form of geographical survey, visit to historical spot, botanical garden, zoological park, science museum, art gallery so that the student trainees learn through observation along with the theoretical knowledge.

For experiential learning Hands on training are provided**.**Students are trained for gardening, cooking, stitching to know the real life situation. Student trainees are given training which is based on hands on activity like Thematic Apperception Test, Rorschach Ink Blot Test.

- Participatory learning

This type of learning is found in the various coursesthrough varities of assignments related to curriculum which includes workshops, seminars, field visits, Group discussion, Role play method.Some of the Assignments for each paper are submitted with application of ICT. Instructions are given both in online and offline mode. For teaching different philosophies, student trainees present seminars to enrich their knowledge.

- **Problem solving methodologies**

Problem solving methodologies are applied for increasing the solving capacity of student trainees through critically, logically through which they can develop their reasoning skills for making decisions with scientific attitude. The students engage projects jointly and house wise. Through ICT and e resources the students present their projects with their learning experiences.

- **Brainstorming approach**

Brainstorming approach is applied by the teacher educators for understanding the content mapping for different papers.

- **Focused Group Discussion**

This type of discussion is carried out in teaching the paper "understanding the self" which helps the student trainees to use their psychomotor skills. Other approaches applied by teacher educators are Participatory method, Role play, storytelling method are done to motivate, engage, expertise which are essential for 21st century through which students can take part decision making and problem solving. For balancing the interaction between values, knowledge, skills among the student trainees this type of discussion on necessary. Buzz group technique is used for teaching certain topics included in the course.

Online Mode and Independent learning:

During covid period the college conducts webinars, lectures session through online mode and after covid period also the institute takes the classes on blended mode also. Simulated teaching practice is completely done through online mode. Seminars, webinar are the necessary part of the curriculum which are done online mode also time to time.

The college has the provision of DELNET software in the library through which the students can avail the E-resources. The PP Upadhyay library of the college is digitally link with the KC Das Commerce College to assess the facilities of E-resources. Time to time the college organizes different seminars for uplifting the students in independent learning through the use of library books.

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

2.3.2

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

Response: 11.69

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

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

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

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

Response: 100

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

Response: 197

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Every faculty member at West College of Education continuously mentors students on an academic, professional, and personal level, establishing a robust mentorship structure. A large number of students who needed assistance with personal, academic, or professional issues were successfully mentored, enabling them to manage their struggles and gracefully exit unpleasant circumstances.

To accommodate the diversity of the student body, the college offers multiple mentor-mentee connection opportunities. Faculty members must identify, consider, and establish a connection with a variety of learners in order to maintain an effective mentoring relationship. Teachers adapt their tutorials to meet the needs of their students. In order to empower underprivileged students and help them pursue their interests and intellectual potential, the institution also offers a range of value-added courses. Students gain skills in yoga, ICT, and English language communication skills, vermin-compost and mushroom preparation which are the major areas of value addition. The purpose of microteaching sessions is to enhance skills.

Numerous academic, cultural, and recreational options are available on our college campus, which supports the holistic development of student teachers. Mentors help their mentees become less stressed by teaching them various skills like social skills, time management, and presentation techniques.

Colleges additionally offer complimentary coaching
and instructions, including the CTET, Assam TET.

Additionally, there is a provision for educators to advance their professional development. Teachers take part in orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums. It is urged of all students to use modern technology. Students can stay up to date on the latest advancements in their field and in education by using the computer lab and the internet.

Teacher guidance and assistance are provided during association events that involve mentoring. Every day, a half-hour is made out in the morning assembly before classes to offer the morality lesson twice a week, the daily news, and the idea of the day. During this period, students are also educated in the planning and execution of a variety of creative activities (self-reflection exercises, general awareness

tests, English self-introductions, brief biographies of notable individuals, etc.).

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6

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

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.7

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

Response:

1. INNOVATIVENESS AND TEACHING LEARNING PROCESS

WGCE nurtures innovativeness among the student trainees providing following strategies from the

beginning of the academic year.

- **Peer assisted learning**: Student to student teaching is encouraged in the class room to reduce the phobia of approaching teachers. They share their better techniques and best performance of each other.
- **Project based learning**: Project based learning promotes the development of critical thinking, problem solving abilities and communication skills.
- **Team based learning**: Team based learning are properly formed to do group activities of the related articles of the courses. Teacher educator led the team as guide.
- **Small group discussion**: Small group discussions are introduced for student trainees to express their own ideas which are considered as self directed learning.
- **Flipped class room**: The teacher educator start flipped class room before starting the topic outside the class where the student trainees receive outside knowledge related to the topic.
- **Brainstorming**: brainstorming is used to create ideas and solutions through intensive and freewheeling group discussion.
- **Field trips**: Field trips are conducted for developing their observation with experiments along with natural environment.
- **Role play**: Role play is done specially in Micro teaching, teaching language and drama pedagogy. It is used as for training, practice and feedback.
- **Panel discussion**: Panel discussions are done among the students on a topic.
- **Cooperative learning:** Cooperative learning is done by framing groups to complete the task collectively towards academic goals.
- **Mind map:** Before starting the topic the teacher educators create mind map in which student trainees write down a central theme, think new and related ideas which radiate more information the main topic
- **Teaching Aids:** Teacher educators trained the student trainees to prepare different two and three dimensional

2. Life Skills Teaching Learning Process

WGCE gives the importance on developing Life Skills among the student trainees. Thinking skills (critical thinking, creative thinking, problem solving, decision making) Personal skills (self awareness, self management) interpersonal skills (communication skills empathy, cooperation etc.)

- Yoga program are conducted to develop attitudes, values needed to live an adjusted life.
- Organizing community program among the student trainees of different events in different places to develop skill of communication, empathy and the skill of conflict management.
- Develops team building skills through projects, field trips, seminar and group discussion.
- The teacher educators develop the decision making life skills among the trainees.
- Through the paper Understanding the self trainees are given self development and self awareness.
- The teacher educators develop the life skill of critical thinking, generalization problem solving, skill of analysis and synthesis through Action Research.

WGCE empowers the student trainees for adopting life skills which enhanced them for self direction in future. Teacher educators facilitates positive attitude among the trainees through these life skills.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)

2.4.3

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

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

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.6

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

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**
4. **Involvement in preparatory arrangements**
5. **Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Two year Teacher Education Programme of WGCE is followed as prescribed by Gauhati University. As per the Gauhati University BED syllabus there is a prescribed format for internship training and that is followed by the college.

1. Selection/identification of schools for internship: participative/on request

Schools are selected based on the consent received from the willing schools. Schools are allotted to the student trainees on the basis of method subject and medium of instruction. Flexibility is provided to the trainees for selection of internship schools. List of trainees' along with method subject and a attendance register is communicated to the schools.

2. Orientation to school principal/teachers

A common place is arranged with the consent of internship school Principals for their orientation. One day programme is chalked out for orientation session. School teachers are given the responsibility as a Mentor for teacher trainees in each school. These school teachers are offered necessary orientation to guide the student trainees during these 4 months internship period.

3. Orientation to students going for internship

A detailed Orientation is offered to the student trainees before sending them to school. Student trainees need to report in the respective schools on the allotted date then collect class routine from the schools, next they are informed to abide by the rules and regulations of the respective schools and show due respect to all the school teachers and Principals and they should embrace the school wholeheartedly. Student trainees are oriented to conduct scholastic and non-scholastic activities.

4. Defining role of teachers of the institution

Teacher Educators are allotted different schools for visit. They should supervise the student trainees and offer valuable guidance for their improvement also encourages their activities.

5. Streamlining mode/s of assessment of student performance

The student trainees are individually assessed by the respective teacher educators. Regular visits are done by the Teacher Educators to observe, check lesson plans of student trainees. Peer observation is carried out to suggest and improve their teaching skills.

6. Exposure to variety of school set ups

Internship schools are distributed both in rural and urban areas. Both Government and Private schools are selected for internship.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.4.9

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

Response: 4.45

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

Response: 22

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

WGCE adopted following effective monitoring mechanism to ensure optimal impact of internship in schools such as Planning, Selection of School Subject, development of lesson plan and teaching material and evaluation process.

Role of Teacher Educator

Teacher Educator assist student trainees in planning, and content development process for school subjects. Model Lesson plans and teaching materials are verified by Teacher Educators. The Teacher Educator visits internship schools to monitor their performance and application of pedagogical skills in the form of intern's progress, use of technology during teaching learning process and prive necessary feedback.

Role of School Principal

The school Principals monitors the interns with respect to maintenance of school discipline, completion of allotted classes, and allotment of substitution classes, monitoring interns conduct, co-habitation skills, and participation in school activities. Principals' approval is necessary in connection with internship reports and offer necessary completion certificate.

Role of School Teacher

The student trainees meet the respective subject school teachers for allotment of duties. The school Teachers assign the lessons to be taught during the internship period. School teachers instruct the respective with respect to syllabus, textbook, assignment, conduct of tests and evualating the same. The school teacher also offer moral support to the student trainees.

Role of Peers

Peers play an important role in improving the skills of student trainees . Student trainees assigned in the same school are regarded as peers and they provide emotional and physical support if necessary. Student trainees are even assessed by their peers and are helped to improve themselves verbally.

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

2.4.12

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

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

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Any other relevant information	View Document

2.4.13

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

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

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 96.25

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

2.5.2

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

Response: 19.48

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

Response: 3

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

2.5.3

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

Response: 9.44

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

Response: 151

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

West Guwahati College of Education permits its faculty members to participate in workshops, seminars, and symposiums organised by governmental and nongovernmental organisations, as well as orientation, refresher courses, and the Induction Training Programme. After these programmes, the university provides seminars for faculty development run by the Internal Quality Assurance Cell (IQAC), where professors might discuss their experiences with their peers. Employees are also allowed to engage in college events as resource persons and to serve as resource persons at seminars, workshops, and other events held at the university, colleges, and schools. The principal encourages staff members to present papers in conferences and workshops held at the state, national, and worldwide levels.

Teachers are therefore eligible for duty leave. The administration supports and promotes authors of books and articles, and they are also urged to publish their work in reputable journals. They compose chapters for revised books in addition to research papers . It is permissible for faculty members to carry out academic duties such as exam invigilation, paper setting, and assessment.

The management additionally motivates employees to apply for NET exams and seek PhDs. The management are offered to teachers aid in their professional development and help them stay current with emerging trends in education .Teacher Educators have a professional responsibility to continuously update their knowledge and skills to provide the best possible education to their student trainees.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Being affiliated to Gauhati University Assam, the college follows continuous internal evaluation as prescribed by the university which is monitored by keeping the records of the performance of each student in the each activity. At the beginning of the year, faculty members inform the students about the various components in the assessment process during the semester through orientation. There is internal evaluation in each of the theory paper as well as teaching papers which is based on in teaching practice in concerned teaching practice school, about students' sincerity, punctuality, obedience. There is complete transparency in the result of house test which is displayed on the notice boards for the students and they can come and discuss with the teachers how to improve in the final exams. Concerned teaching practice schools provide us with feedback regarding the sincerity, timeliness, and obedience of their students. The results of the house test are fully transparent. Students can visit the notice boards to view the results of the and talk about ways to do better on the final examinations with the teachers.

Our evaluation system is designed to provide a continuous assessment of student trainees knowledge, skills, attitude and values which help them to develop an in-depth understanding of the teaching learning process.

The evaluation system comprises various methods including tests, quizzes, assignments, projects, TLM preparation, Seminar, Group Discussions. These assessments are conducted regularly for all the papers throughout the academic year to ensure desirable learning outcome. To assess the communication and presentation skill of the student trainees they are allowed to interact and present their projects using ICT integrated presentation.

On completion of every unit for every paper concerned Teacher Educator conducts different type of assessment to know the learning outcome. To ensure fair and unbiased evaluation process clear assessment criteria for each paper has been developed.

We provide feedback regularly to our student trainees on their performances which help them to identify their strengths, weaknesses and improve their learning outcome. To provide constructive feedback to the

student trainees our Teacher Educators use one to one discussion, write comments on their projects and assignments.

Online assessment platform exists in our college which allows us to conduct assessments in order to review progress made.

Our CIE is evolving to meet the changing needs of the student trainees and situation .We are committed to ensure that our student trainees receive a high quality education so that they can provide their best to the schools wherever they go as an intern or would be recruited as a regular teacher.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

WGCE has well organized mechanism for redressal of exam related grievances. The student trainees can approach the Teacher educators, Principal to redress the exam related grievance as per the requirement and jurisdiction of the grievance. Following mechanisms are followed:

- The College conducts unit test twice and term end exam in the end of the year. If any student feels that the marks scored by them are not just, they can apply for reevaluation within 10 days.
- The Internal Exam committee (IEC) looks after the examination.
- Complete transparency in the internal examination is maintained
- If any application is submitted by the student to the Principal the same is forwarded to IEC for necessary action. Prompt action is taken by maintaining the transparency.
- The committee responsible for examinations also promptly handles any complaints A question that is typed incorrectly, left out of context, incomplete, or incorrectly distributed marks could all be grounds for grievance. In the event that such a complaint is brought up in the exam room
- The Examination-in-Charge takes the necessary steps. The grievance is first confirmed with the relevant subject matter experts. After assessment, the relevant subject teachers show the pupils the copies of the class test or unit test. Therefore, the subject teacher responds right away to any complaints from students regarding their grades, providing clarification as needed.
- Consequently, the subject teacher promptly addresses any concerns raised by students regarding their grades and makes any required corrections.
- The faculty members in charge of the different theory papers then combine the internal marks,
- The academic staff members overseeing diverse theoretical papers combine the internal grades, including all examinations and homework completed by the pupils during the year .
- The college closely adheres to university regulations, and the examination committee administers the university's Final exams. Students can seek a proper remedy from the Controller of Examinations if they have any complaints about their question paper or marks. Students may submit an application to the Controller of examinations through the principal of the college within seven days after the declaration of final results.

Students' grievances-----

During the unit test general classes should be cancelled.

Action taken-------

General classes are cancelled during unit test.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4

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

Response:

- Every year IQAC of West Guwahati College of Education plans how to prepare Academic calendar with the staff members at the beginning of the academic year with the focusing on the curriculum of teachers and the learners who are involved in teaching learning process. It clearly focuses a schedule for teaching (working days), examination, and vacations scholastic and co-scholastic events, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes.. For transparency of functioning the institute, the college academic calendar is displayed on the college websites. All information is reinforced during orientation of new students at the beginning of academic session. The Principal also conducts meetings with the Teacher-in-charge(s), and entire Staff including non-teaching to ensure smooth implementation of the activities as scheduled.
- For the purpose of conducting Continuous Internal Evaluation, Teachers prepare their schedules of teaching, class tests and assignments in accordance with their allotted time table keeping the academic calendar and planned co-curricular activities of the college.
- The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their assessment marks.Academic calendar works as a mirror of the institution to run the college efficiently as well as smoothly.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

In B.Ed. course, WGCE aligns PLOs and CLOs with the teaching learning process based on certain aspects. PLOs are identified on ten key competencies; pedagogical skills; effective ethical values. CLOs are identified based on the dimensions of Bloom's taxonomy. Student-teacher is engaged in various

kinds of learning experience through Lecture-Discussion Session; Focused Reading and Reflection; Observation; Projects; Case Study; Reflective Journals; School-Based Practical; Workshops; Interactions with the Community. The B.Ed. Programme comprise of two-year duration covering two consecutive academic sessions with 200 working days each year excluding the period of admission and examination for a minimum of 36 hours in a week (6 days).

Modes of Learning Engagement

Student-teachers are engaged in various kinds of learning experience. Student teachers are provided with the specific engagements that are spelt out under each course. Nature of engagement of the student teachers includes:

· **Lecture-Discussion Session**: The teacher educator provides the studentteachers a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.

 · **Focused Reading and Reflection**: Student-teachers are led to focused readings on various themes with questions inviting reflections either individually or in small groups.

  · **Observation-Documentation-Analysis**: Simulated and real school/community experiences are arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.

 · **Projects: Group Presentations**: · Seminar: Students undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 96.93

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
96	93	96	96	93

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

2.7.3

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

Response:

Monitoring the progressive performance of students and their attainment of professional and personal attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is essential for ensuring continuous improvement in educational programs.

The institution carries the following process of monitoring-------

Define Clear PLOs and CLOs:----- The college takes the steps for clearly defining the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for each program and course. These outcomes should be specific, measurable, achievable, relevant and time bound.

Assessment Tools and Methods: -----The institution develops appropriate assessment tools and methods to measure students' progress towards achieving the PLOs and CLOs. This includes exams, projects, presentations, portfolios, case studies, simulations, and peer evaluations.

Regular Assessment:------The college implements a regular assessment schedule to evaluate students' performance against the PLOs and CLOs throughout the program or course. This could involve Unit test (ongoing feedback during the learning process) and Term-End assessments .

Data Collection and Analysis:----- The institution collects data on student performance and attribute attainment from assessment activities and analyze this data to identify trends, strengths, weaknesses, and areas for improvement in both individual students and the overall program.

Feedback Mechanisms:-----The institution provides timely and constructive feedback to students based on their performance against the PLOs and CLOs. This feedback should highlight areas of improvement and suggest ways for students to enhance their skills and knowledge.

Student Support Services:-------The College offers support services such as remedial classes , academic counseling to help students address any challenges they may face in achieving the desired outcomes.

Curriculum Review and Revision:----- Use the findings from the assessment data to inform curriculum review and revision processes. Adjust teaching methods, learning materials, and assessments as needed to better align with the PLOs and CLOs and improve student outcomes.

Faculty Development:----WEGE   provides professional development opportunities for faculty to enhance their understanding of assessment practices and strategies for promoting student success. This could include workshops, seminars, and peer learning communities

Stakeholder Engagement:-----The institution gathers feedback from these stakeholders to ensure that the PLOs and CLOs remain relevant and meaningful in preparing students for their chosenprofessions.

Continuous Improvement Cycle---- The college establishes a monitoring cell for continuous improvement where assessment data is regularly reviewed, and adjustments are made to improve the effectiveness of educational programs in meeting the needs of students and stakeholders.

By following these steps, the institution monitors the progressive performance of students and ensure that they are attaining the professional and personal attributes outlined in the PLOs and CLOs.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 98

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

2.7.5

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

Response:

WGCE conducts an entry level test for identifying the abilities of the student trainees at the beginning of the course. This test included scholastic teaching aptitude, social communication and knowledge in ICT. For example

1. Performance Test- All internal question papers are set by the college faculty with the Principal's consultation in terms of distribution of marks. Practical are conducted every year for the papers like Science, Geography, Yoga, Drama , ICT and Art.

Class Test – are conducted on a regular basis in various forms like Test, Seminar Papers, Group Discussion and preparation of Assignments. Performance of the trainees at different levels is evaluated through test scores.

Oral Assessment – Oral test are conducted for all the papers for the purpose monitoring the academic progress of the student trainees.

Principal and the faculty members of the college organize an interactive session with the teacher trainees to know the hard spot and make the arrangement of special classes , if necessary.

3. Observation mode- Observation mode is applied for individual and group activities. During the time of Practice teaching and Internship the Teacher Educators for Method Subjects observe and maintain the record of their observation. Teacher Educators also, visit Practice teaching and Internship schools to discuss the overall performance of the student trainees with the School Headmasters and school teachers.

For core papers method papers and optional papers assignments are assigned to the student trainees with the application of ICT tools like computer, websites, and educational apps for procuring necessary materials and using the resources.

Feedback – The institute conduct feedback session to get necessary inputs regarding their progress and difficulties. With regard to oral assessment feedback questionnaire for the student trainees are offered to know the classroom performance of the teacher, infrastructure and administration. After completion of Practice teaching and Internship activity a feedback session is conducted in the college in front of the

Principal and faculty members regarding their experience and the skills acquired. Necessary suggestions are offered for improvement.

Value added course

The institute has introduced different types of value added course for enhancing the students in different subjects.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
50900	0	0	0	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	2	0	2

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2

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

Response: 1.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	1	3	2	8

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 9.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	8	1	7	6

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

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 94.8

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
270	215	110	220	115

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

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 95.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
226	256	0	245	212

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3.4

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

Response:

The College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Student trainees and a team of committed faculty members engage students in the community development programmes time to time. The nearby area of college and most of the area of Kamrup District has been facing common problems like lack of cleanliness, lack of hygiene, malnutrition conditions and the most important problem is lack of awareness regarding education. Lack of awareness is noted among the community people about such problems like health, cleanliness and hygiene. Our students in small groups works for solving such social problems. Through the help of the college students and teachers, the college undertakes various extension activities in the neighborhood community. College organizes a literary camp and book donation camp in adopted village and several activities were also carried out by the volunteers of college at nearby community addressing social issues which include environmental awareness, water conservation, eradication of superstition, awareness on Violence against woman, social media uses, Drug and alcohol Adiction awareness, Environmental awareness, Use of college Library,The college also organizes various outreach activities also such as Road safety awareness, Degitalization programme for community, Swachhta Abhiyan , National equality awareness, and gender awareness. Other than these, the college is also conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Personal Health and Hygiene, food Diet awareness, Child labour awareness, Voters awareness, Door to Door Survey, and Awareness Rally. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

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

3.3.5

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

Response: 1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 1.8

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

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

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

3.4.2

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

Response: 9

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

Response: 9

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

WGCE boosts a wide range of modern and well-equipped facilities dedicated to facilitating effective teaching and learning experiences. These facilities include spacious classrooms that are designed to promote interactive and collaborative learning among students. Each classroom is equipped with state-of-the-art audio-visual aids, such as projectors and smart boards, to enhance the delivery of lectures and facilitate multimedia-based learning.

In addition to classrooms, the institution has well-equipped laboratories that cater to the specific needs of different academic disciplines. These laboratories are equipped with the latest tools, equipment, and instruments required for practical training, experimentation, and research. The institution ensures that the laboratories are regularly upgraded to keep pace with advancements in technology and to provide students with hands-on learning experiences.

Recognizing the importance of physical fitness and sports, the institution offers a comprehensive sports complex and a sports field. The sports complex includes facilities for various indoor and outdoor sports such as basketball, volleyball, badminton, and cricket. Students are encouraged to participate in sporting activities to promote physical well-being, teamwork, and overall personality development.

To promote a healthy and active lifestyle, the institution also provides a fitness centre equipped with modern exercise equipment and trained fitness instructors. The fitness centre is accessible to students, faculty, and staff members, enabling them to engage in regular physical exercise and maintain their well-being.

Moreover, the institution places a strong emphasis on providing students with cutting-edge computing facilities. It maintains well-equipped computer labs with high-speed internet connectivity and the latest software applications necessary for research, programming, and project work. The institution also supports a robust network infrastructure to ensure seamless access to online resources and digital learning platforms.

The infrastructure facilities and learning resources are categorized as under:

Learning Resources include resources and infrastructure required for library, laboratories, computer centre, classroom teaching, events, meetings, and conferences.

Utilities include safe drinking water, restrooms, and power generators.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)

4.1.2

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

Response: 33.33

4.1.2.1 **Number of classrooms and seminar hall(s) with ICT facilities**
Response: 6

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**
Response: 18

File Description	Document
Data as per Data Template	[View Document](#)

4.1.3

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

Response: 48.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.85	89.08	35.67	5.68	2.50

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

SOUL 3.O – Software for University Libraries (SOUL) is a state-of the art integrated library management software designed and developed by the INFLIBNET Center based on recruitment's of college ,university and other academic libraries.

Major features of SOUL are –

1. UNICODE based multilingual support for Indian and foreign languages.
2. Complaint to International Standards such as MAR21, AACR – 2, MARCXML
3. Complaint to NCIP 2.O protocol for RFID and other related applications especially for electronic surveillance and selfcheck-out & check-in,
4. Client server based architecture , user –friendly interface that does not require extensive training,
5. Supports cataloging of electronic resources such as e-journals , e-books, virtually any type of material.
6. Support online copy cataloging from MARC21 supported bibliographic database,
7. Provide default of templates for data entry of different type of documents. User can also customize their own data entry templates for different type of documents.
8. Provides freedom to users for generating reports of their choice and format along with template and query parameters.
9. OPAC users can export their search results in to PDF, MS Excel and MARCXML format. It is very user friendly with simple and advanced search.
10. Supports data exchange through ISO- 2709 standard.
11. Supports authority files of personal name, corporate body, subject headings and series name.

Library Automation : Library Automation is another name of Library Management System. It is a user friendly system. It is created to ensure the proper management of books in a library.

Advantages of Library Automation

1.Easy Access : The automation of library helps in easy access of library material, one can search the book or journal from home. It makes library more flexible as one can know when to add new books or other items

2.Collections : Automation of library helps in the updating the library material. Manually it is difficult to keep record of every information but through this system one can check which items is outdated which will automatically make a library collection streamlined.

3.Paperless : It encompasses the process of replacing traditional , paper based systems with computers and software.

4.Improved customer service : It makes information more available and accessible in an easier manner.

5. Cataloging : Creation ,storage , retrieval and management of bibliographic records and indexes.

6.Membership Module : These modules monitor terrifically significant data of understudy, who has taken participation of library.

7.Report Generator: It helps in producing different reports le status of gave books, all out individuals, books returned and so forth.

8.Circulation : Handles circulation activities such as lending, return,renewal and place on hold.

9.OPAC : Online Free list,it is an online database of materials kept in the library. It permits our preferred quest for a thing in the library.

10.Acqusition : It automates the acquisition process, ordering,receiving, return and cancellation of materials.

DELNET is installed in P.P. Upadhay Library to promote various among the members to disseminating information in a scientific way.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

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

Response:

NDLI : The National Digital Library Of India is a virtual repository of learning resources which is not only just a repository with a search/browse facilities but also provides a host of services containing textbooks, articles, videos, audio books, lectures, simulations, fiction and all other kinds of learning media for the users community. It is a project under Ministry of Education, Government of India, through Its National Mission on Education through Information and Communication Technology. It is developed, operated and maintained from Indian Institute Of Technology Kharagpur.

The NDLI provides free of cost access to many books and designed to hold content of any languages and provides interface support for 10 most widely used Indian Language and English. It provides seamless access to information so it is very useful to the students, for educators, scholars and general audiences to.

DELNET: Developing Library Network, New Delhi is a major Resource sharing Library Network in India. It networks more than8600 institutions in 28 states and 6 Union Territories in India and few other Countries comprising of Universities, Colleges, R&D organizations, medical hospitals etc. It was

registered as a society on June 30, 1992.It is located in Jawaharlal Nehru University Campus, New-Delhi.

DELNET also promotes" Inter library loan" service for Books and Document Delivery services for Journal articles to the Members-Libraries within and outside India. DELNET has developed Discovery Portal, Knowledge Gainer Portal and Vision Portal. The portals have sophisticated features for advance knowledge discovery. It is a simple, single window discovery layer which encourages the users to explore the networked library/knowledge resources offered through DELNET in a feature-rich environment.

It is an opportunity for college students, professors & staff is using the e-resources to deepen their knowledge through the server.

4.2.3

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

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

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)

4.2.4

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

Response: 0.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
.44	.08	.04	.09	.49

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.2.5

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

Response: 8.16

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

Response: 400

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

Response: 315

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

Response: 332

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

Response: 385

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

Response: 306

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)

4.2.6

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

WGCE has built the four capacities like computing, communication, content and human being through Information and Technology (ICT). The college operates its academic administrative system through ICT for quick, easy and transparent service. WGCE provides knowledge & skills needed to effectively use through different types of ICT in the campus.

Due to the enabled technology, the college has been able to provide the staff and the students 24x7 with internet and Wi-Fi connection with user name and password. The teachers have 6 computers and laptops at their disposal for curricular and co-curricular activities inside the college.

The college utilises Windows 10 in each of the computers or laptops to find, explore, analyse, and exchange present information without any discrimination. The Wi-Fi facility was installed in 2021.

The nature of internet update is dynamic and with 40 mbps of speed. The entire vicinity of the college is

enabled with this facility.

ICT Lab- WGCE has 25 computers for orienting students in technology fields in which students can prepare the power point presentations.

CCTV- The campus is installed with CCTV for security and surveillance.

E-Library-The library of the college is digitised. SOUL-3 is used and is equipped with LAN and internet facility.

Administrative Service- The finance part of the college is transparent through tally service used by the accountant. Printer, scanner with Xerox facility is added for prompt service. The office is well connected the internet and Wi-Fi facility as well.

LMS- The college was uses Learning Management System for the quick link with due students. Online evaluation system serves quickly. The easy communication between students and teacher educators creates successful environment in teaching learning process.

MOOC- WGCE has its own MOOC through which teachers can upload their lessons through videos.

LCD Projectors-The College has two rooms with LCD projectors for the purpose of webinars

Language Lab- WGCE has English language Lab with computers along with headphones which enables the English teacher to teach English Phonetics to the teacher trainees.

Sl. no	Materials	Nos.
1	Computers (Desktops)	25
2	Laptops and computers	6
3	Official computers	2
4	Library	4
5	Projectors	3
6	LCD TVs	4
7	Loud Speakers	2
8	Printer / Xerox Machine	4

The teacher educators involve themselves in preparation of online teaching resources, multimedia presentation and develop online video lectures.

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.32

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 40

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 40

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

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

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 12.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.25	8.49	4.13	8.10	8.57

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)

4.4.2

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

Response:

For the smooth functioning of the system and procedures , the college has framed different cells such as college development cells, IQAC, Library Advisory Cells and so on. The committees observe the utilization of the physical , academic and support facilities of the college. The College development committee is constantly monitor and evaluate the requirements for maintaining physical, academic and support facilities. After getting the suggestions and demands of the students , the committee discusses with the IQAC cell about the problems related to building repair, cleanliness ,support facilities like drinking water ,generators etc . All the electronic gadgets are checked regularly by the concerned committee.

Physical Facilities

- The construction committee formed by the Governing Body looks after all the construction works in which President of Trust and Governing body acts as head of the committee and Principal acts as a convenor.
- For maintenance of a clean campus and green environment grade IV staffs are assigned to various

duties on regular basis like dusting the desk, benches, cleaning the toilets, campus.

Laboratory

- There are five laboratories (a) Science Laboratory (b) Geography Laboratory (c) Psychology Laboratory (d) ICT Laboratory (e) English Laboratory all five laboratories are maintained and organised by the respective teacher educators for students use.

Library

- The Library Advisory Committee with the Chairperson and Librarian as member secretary along with two senior faculty members maintain all the issues of the library smoothly for efficient library services.
- After the new admission, library forms are issued for library card to every new student.
- Internet facilities are provided photocopy machine, CCTV, are available with the reading table.
- Digitalized library with soul 0.3 is maintained with DELNET facilities for readers.
- For community, library service is open fourth Sunday in every month.

Sports Complex

- The college has a sports field nearby the college in which all the outdoor games are performed.
- The grade IV person maintains well the field.

Computers

- The ICT laboratory is equipped with 25 numbers computer for computer instructor.
- The office staff uses computer for college website upgradation, biometric services, Tally operation.

Classroom

- All the classrooms are equipped with desk benches, LCD projectors and required audio visual aids to provide teaching learning process .Seminars, workshop, collaborative works are done through projectors.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

5.1.3

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

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

Response: A. All of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: E. None of the above	

File Description	Document
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 29.13

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
38	21	32	28	22

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)

5.2.2

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

Response: 9.18

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 8

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

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

Response: 1

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

5.2.3

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

Response: 38.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	54	45	40	13

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

STUDENTS' COUNCIL

West Guwahati College of Education set a date after new admission for students' council. For formation of students' council, the students select their representatives to lead the responsibilities in various activities officially. The ways are given below in which students' council plays a proactive role in WGCE.

- Identifies the problem.
- Helps in solving the problems encountered by students in the institute.
- Raises their voice in academic activities.
- Organise various activities and projects.
- Enhance the academic experience.
- Support for development
- Involve other students in purpose-oriented activities.
- Lead every individual for getting their education with self-respect.
- Reflects and interprets the student's viewpoint honestly.
- Creates harmonious relationships among students' body, faculty, administration.
- Provides a viable means for students' expression and an increasing amount of self-direction.
- Stop ragging within campus.
- Increases students' involvement .
- Contributes to the educational experiences in the institution by providing them with a positive involvement.

It is a forum for student opinions, interests, and desires so that these are understood by the entire student body, faculty, administration. It keeps the college environment healthy and well-functioning. It is for the college to conduct various programme like cultural, sports, community programme. It is a nice platform for students to raise their voice, ideas and interacts.

Class Representative (C/R) (both boys and girls) work with the IQAC cell to organise various seminar, lectures, tasks, orientation programmes, tree plantation, field trip, community programme, door to door campaign, annual magazine etc.

Student council is framed after the classes of B. ed 1st year starts. Since this selection of the candidates are done by the students themselves so they are actively involved throughout the process. The class has four (4)houses namely Joymoti, Tagore, Shankardev and Lachit House. Four Houses with 25 members in each House along with the house leaders supervise the various activities throughout the year to run the institutions smoothly and efficiently . From the other members in the class the Sports Secretary, Cultural Secretary and Magazine Secretary are also selected. The Body of the Students council meets when required. The student's council activities are varied--------------

1. They act as a link between one students and administration (management).
2. They are aware about the needs and aspirations of their classmates.
3. The different members Heads such as Sports Secretary conduct sports programmes, Cultural secretary conducts cultural event with various cultural competitions, Magazine Secretary is responsible for the annual Magazine 'Pragyajyoti' constituting an Editorial Board.
4. To bring healthy practice among the students, Class Representatives organise field trips, group discussions, workshops, seminars, personality development programmes and many more. They sensitize the students about the various issues by conducting various discussions with the parents and community.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)

5.3.2

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

Response: 12.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	14	3	10	16

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Networking and Mentorship: Alumni associations serve as a bridge between current students and graduates who have already established themselves in their respective fields. Alumni often provide mentorship, career advice, and networking opportunities for students and recent graduates. The association helps in career guidance, internship placements, and job opportunities by facilitating connections between alumni and current students. This network also fosters a sense of community and

pride among alumni, which can lead to increased engagement and support for the institution.

Fundraising and Resource Mobilization: Alumni associations are often instrumental in fundraising efforts for their alma mater. Alumni are more likely to donate to their alma mater, whether it be through one-time donations, recurring contributions, or planned giving. These funds can be used to support scholarships, and infrastructure development, that enhance the quality of education and the overall reputation of the institution. Additionally, alumni may also contribute non-monetary resources such as expertise, time, and access to professional networks, further enriching the institution's offerings and opportunities for its students and faculty.

Overall, alumni associations serve as a crucial link between past and present members of an institution, fostering a sense of belonging, support, and continuity that contributes significantly to the institution's development and success.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)

5.4.2

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

1.   **Motivating the freshly enrolled students**

2.   **Involvement in the in-house curriculum development**

3.   **Organization of various activities other than class room activities**

4.   **Support to curriculum delivery**

5.   **Student mentoring**

6.   **Financial contribution**

7.   **Placement advice and support**

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)

5.4.3

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	1	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4

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

Response:

Alumni play a significant role as mentor, career guidance, to develop students' capabilities. They provide time to time guidance for preparing lesson plans and motivate the students of the institution. They engage themselves for free TET coacher of the present batch. They organize skill enhancement program such as Puppet Making , cooking, Yoga and meditation training for the upliftment of present batch students.

Special Talents of alumnus like Binita Jain received Kaun Banega Crorepatti in 2018. An able administrator belongs to the Alumni (Namrata Singh), Next there is Orator with excellent speaking skills

(named Sarada Paul). This is to recognize that there are five numbers of Alumni who are placed as Faculty members in the college. Another talented Alumni is a State acclaimed Oddissi dancer. Another Alumni is well known puppet performer received Tagore National Scholarship from Ministry of Culture Government of India. Also, there is a Magical Art performer from the Alumni. A kathak dancer and an anchor is a great motivator for the student trainees imparted the communication skills for their future career. There exists three numbers of best singers in Assam from the Alumni performs in various events organized by the college from time to time. Alumnus of batch 2021-2023 Dorin Goswami, a B grade dancer of all India Doordarshan Guwahati and a Yoga trainer is actively associated with the present students. They visit the institution and motivate the current batch students when the institution invites them.

During sports, cultural and literarily activities of the college, the alumni association is actively engaged. One of the alumni also is invited every year to take part in curriculum mid-course correction also. In a nutshell, the alumni association has a strong bonding with the institution.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision Statement:

"West Guwahati College of Education (WGCE) envisions a future where education transforms lives and empowers educators to create meaningful and inclusive learning experiences. We aim to be a pioneering institution that equips student trainees with cutting-edge pedagogical skills, fosters a passion for lifelong learning, and inspires them to become challenging teachers."

Mission Statement:

"At our teacher training institute, we are dedicated to provide a transformative learning environment that nurtures aspiring and experienced educators alike. Our mission is to equip student trainee with the knowledge, competencies, and innovative teaching methodologies to address diverse learning needs effectively. We strive to foster a collaborative community that values continuous professional development, embraces diversity, and instills a sense of social responsibility among trainees."

Governance Perspective and Plans:

The governance of WGCE is built on principles of transparency, openness, and inclusivity. We believe in a participatory approach where all stakeholders actively contribute to decision-making processes, ensuring that the governance is reflective of the institute's vision and mission.

The institution develops comprehensive perspective plans that outline its strategic goals and actions to enhance the quality of teacher education. These plans are formulated through a collaborative effort, involving faculty, administration. Plans are periodically reviewed and updated to align with emerging educational trends and changing needs of teacher education.

Participation of Teachers:

Teachers are at the core of our institute's governance. Their expertise and insights are valued in shaping the curriculum, designing academic programs, and determining best practices for teacher education. Regular faculty meetings, workshops, and professional development sessions provide opportunities for teachers to engage in constructive discussions, share their experiences, and propose new initiatives.

Teacher participation in decision-making bodies is facilitated through academic councils and committees, where they have a voice in matters related to curriculum and instructional methods. This involvement

empowers teachers to take ownership of the institution's mission and contribute to its continuous improvement.

Participation of Students:

While our primary focus is on teacher education, we recognize the importance of student perspectives in shaping our institute's governance. Feedback from students on the quality of training programs, support services, and campus life is actively sought and used to enhance the overall learning experience. Student representatives are included in various decision-making bodies to ensure that their voices are heard, and their needs are considered in the institution's planning and implementation.

Participation of Non-Teaching Staff:

The non-teaching staff's contribution is essential for smooth functioning of our teacher training institute. Their inputs on administrative matters facilititates management, and student support services are valued. Regular interactions and feedback mechanisms are in place to ensure that the non-teaching staff members feel heard and appreciated for their dedication to the institution's mission.

In conclusion, our teacher training institute's governance is characterized by effective leadership and a participatory mechanism that aligns with our vision and mission. Through collaboration and inclusivity, teachers, students, and non-teaching staff actively participate in decision-making bodies, ensuring that our institution remains at the forefront of teacher education. With a shared commitment to excellence, we strive to empower educators.

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

6.1.2

Institution practices decentralization and participative management

Response:

The President and the members of the Governing body and the Trust, the Principal, Teaching and non-teaching staff, Parents, and representative from the field of Education, Community, participate in taking the decision for the academic and the infrastructural development of college.

There are various committees of the college constructs policies, proposals and executing tasks. All the faculty participates in committees. Students and non-teaching staff are made members wherever possible. The Governing Body takes all major policy decisions and reviews their execution. College Development committee, IQAC, College Construction Committee, Anti ragging Committee, Discipline committee, and Admission committee, Library Advisory Committee Mentoring committee looks after the external and internal management of the college.

Participative Management: At the strategic as well as functional levels the College ensures the participation of faculty. Thorough discussions with the faculties, College policies, financial and non-financial plans are taken for implementation. Faculties are involved in various activities through committees constituted by the principal.

ThePrincipal:

The Principal is the executive head of the institution. She is authorized to take decisions regardingacademic and administrative matters in accordance with the policy decision decided by the Governing Body.

The Internal Quality Assurance Cell: -

The IQAC is headed by the Principal and the Coordinator who is selected from the faculty members look after its activities. A representative of the management, faculty members, non-teaching staff member, Social activist, Alumni and student are the members.IQAC worksfordevelopment and application of qualityparametersforthevarious academic and administrative activities of the College for quality improvement.

Campus Discipline Committee:

WGCE has Campus Discipline committee for maintaining discipline and creating awareness to any harmful incidents inside the campus.

Library advisory committee:

The function of Library advisory committee is to support the smooth functioning of the library so that it can facilitate the library development through proper plans..

Mentoring Committee

WGCE has a mentoring committee which observes student's strength and weak points. This committee supports and motivates the weak students to academic and non-academic fields. **Monitoring committee**

The college has a monitoring committee to look after the codes of the students, teacher educator, and non-teaching staff. The committee aims for overall development of the stakeholders by applying codes..

Anti-Ragging Committee (ARC)

This committee is formed to monitor any acts done by the senior students inside the college. This cell

regularly focuses on any misconduct which affects in the academic atmosphere of the institution.

Case study of Building Construction:

An example of such participative decision making is the recent construction of the building in our college.IQAC discusses major issues regarding academic and infrastructural facilities. IQAC put the proposal of the construction of new digital classrooms. After discussion, IQAC resolved to forward this proposal for approval of the College Development Council.The chairperson and members of the College Development Council also approved this proposal and suggested to put it to Building Construction Committee. The college building construction committee recommended this proposal alongwith the plan and estimate to the governing body.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

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

Response:

The institution provides the annual budget prepared yearly which helps in the smooth functioning of the institution's financial procedures. The budget is prepared under different heads such as college account and so on. At the end of the financial year the college conducts internal and external financial Audits. At regular intervals the auditors visit the college and verify the financial transactions with the supporting documents required. This is done with the approval of the Governing Body. Based on such audits, Audit report is issued to the college for true and fair view of financial statements.

The Academic functioning of the college also follows transparency. The institution follows the guidelines provided by Gauhati University. Before the commencement of new classes the Academic Calendar is prepared where Scholastic and non-scholastic activities of the both the sessions are published. This Academic Calendar is handed over to the faculty members of the college to arrange the academic programs among themselves as per the schedule given.

Time tables are prepared with the distribution of the course papers as per allotment of teachers. Preference is given to technology in the classroom transaction through ICT classes and providing

interactive television that is installed in the classrooms. The different labs include English Lab, Psychology Lab, Mathematics Lab, Geography Lab and ICT Lab which helps the teaching learning procedures. The students are evaluated through assessments and sessional exams before the final exams conducted by Gauhati university. Question papers are prepared by the teachers of respective papers. The Examination Committee takes the charge for the Internal Examination held in the college.

The results of the college sessional exams are displayed in the notice board. The Principal looks after the overall management of the college including administrative and academic functioning of the institution in maintaining the policies of the management.

The Administrative activities of the institution are transparent in nature. Account is maintained for every purchase in the institution whether it is for examinations, guest visits, convenience, organizing programs and other related matters including purchase of essential resources of the college. The accounts for such expenditure are maintained and the list is prepared accordingly.

Library is automated with the facilities of DELNET which is also digitally collaborated with K.C Das Commerce College which is under the MoU of the college. The library also has the facility for Wi-Fi where the students can use it according to their convenience. The Community is provided with the library service on holidays including Sundays along with students of the college. The library of the college is maintained by the Librarian and Book Arranger, who deals with selection, purchase and accessioning of the library books. The Budget of which is also maintained accordingly.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The extensive goals of strategic plans are associated with WGCE that is committed to provide quality education to student trainees skillfully. In continuation with the strategic plan of the college, West **Guwahati College of Education in collaboration with Council for Teacher Education Foundation** organized **Three-day national workshop** on teacher preparation for next generation learners in school education.

The Objectives:

1. To generate mode of Teacher Education Program

2. To prepare the future teachers as per NEP 2020

3. To build skill and competency through holistic development

Inaugural Session

A National workshop with the theme **TEACHER PREPARATION FOR NEXT GENERATION LEARNERS IN SCHOOL EDUCATION** was held on the days 18th, 19th and 20th of March 2023 in the premises of WGCE. The program started with the inauguration by the principal (WGCE) with the welcome address. The programme was graced by Prof. Nilima Bhagawati, International Secretary General of CTEF, Professor P.K. Jain, President, Governing Body WGCE, and Dr. Madhuri Isave, Associate Professor, Tilak College of Education, Pune, the Resource Person of the Workshop.

First day:

 First&Second Technical Session

"Teacher Preparation for Next Generation Learners"

The first technical session commenced with an Activity based task on application of Mentimeter which is of immense use for the future teachers.

At the end of the first session, a group activity was conducted.

"Application of ICT in Teaching Learning Process"

The second technical session was solely Activity based which emphasized on meaningful use of technological resources; likeArtificial Intelligence in Education for idea generation, Blended Learning, Swayam, Podcast, etc.*Next activity continued with* application of Chat Gpt /DELL-2 innovatively in Teaching Learning Process. Certain activities were performed by participant teachers successfully.

Second day:

 Third &Fourth Technical Session

"Application of Pedagogy"

The session started with description on Advanced Pedagogy including Behaviorism- Teacher Centric; **Constructivism**- Learner centric; **Social constructivism; Liberationist**- Democracy (in the class) specifically based on Indian value based system. Integration of technology for building competent learner with 21st Century   skills. Learning has to be Competency/skill basedlearning for example using Ed-puzzle/Padlet. The participants at the end presented PPTs using DALL.E and Padlet followed by discussion.

The fourth session started with continuation of interactive activity on application ofAdvanced Pedagogy. Interaction occurred between participants and Resource Person. Participants were very inquisitive

enough with several queries and clarifications regarding ICT.

At the end of two days sessions participants' response were sought and then significant comments followed by suggestions were attended by the Resource Person.

Third day:

Fifth&Sixth Technical Session

The third day session initiated by Professor Nityananda Pradhan, NEIRIE, Resource person illuminated in detail with special focus on National Education Policy 2020 and Pedagogical Framework at School Stage: Experiential Learning and Assumptions of Pedagogy 2.0.

The concluding session of the three-day National workshop advanced with the theme "NEP 2020: Strengthening and Expansion of Vocational Education in India
Challenges and Implementation Strategies".

Valedictory Program

The program concluded with the vote of thanks and singing of the national anthem.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

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

Response:

Nilachal Academic Trust of WGCE enhances the legitimacy of the institution & its policies. The members of the trust work together in a cooperative & constructive manner for the development of the institution Trust facilitates the free flow information which leads better informed decision Trust frame the Governing Body of the college to achieve the vision & mission of the institution. The meetings of Governing Body were held at least four times in a year to give the strategic direction to the institution. The body formulates the major policies like (academic and financial policies) and other guidelines to the Principal for operating the institution. The body gives the administrative powers to the Principal as a secretary of the college. The Body oversees the financial health of the college approving the budget,

ensures the financial resources & manages the responsibility. Governing Body provide a mechanism for accountability for achieving goals through the established policies. Engaging the Stakeholders including University nominee Principals, trustee, community, parents Governing body fosters communication & collaboration to understand the needs & concerns of various stakeholders at any time. Governing Body acts as a guiding force of the institution. Through which the college is stable and performs effectively to fulfil its mission in long term planning.

The Principal of WGCE is multi faced. She encompasses various responsibilities related to policy implementation, appointment procedures service rules overall administration. She maintains a clear communication policy to all stakeholders including faculty, stuff & student. She encourages all the policies gives by Governing Body & affiliated authority to the constitution consistently so that the institution can comply with its direction. With the changes of needs & circumstances, the Principal adapts policies & regulation for the growth of due institution with permission of Governing Body. The Principal participates in the formation of Selection Committee for appointment of teachers. The Principal of the institution ensures the appointment procedures of the Teaching & Non-teaching are followed diligently from advertise mentioning positions to conducting interviews & making final selection. The Principal interprets service rules to faculty & staff for understanding their rights, responsibilities to the institution. The Principal is the chairman of all bodies formed by the teachers of different cells in the institution to run the institution effectively and efficiently. The communication with students by the Principal of WGCE reflect her management and leadership skills.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4

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

Response:

The college has decided to organize a 30-hour FDP for professional development of the teacher trainees and teacher educators. Allcommittee from time to time has urged upon the administration to organize a faculty development program every year to sensitize trainees and teacher educators for professional developmentabout recent policies related to education. The **professional development cell** has taken a thread bear decision for implementing FDP sincebeginning of the year 2022 therefore forwardedthe decision to IQAC for organizing the event where decision was taken for organizing the FDP.

ONE WEEK FACULTY DEVELOPMENT PROGRAMME

Theme: Revamping of Teacher Education Programme

From 24th Julyto 30th July 2023

FIRST DAY (24th July):

Inagaural Session of FDP was done by Prof. Nilima Bhagabati , Chairperson CTEF, Assam Chapter with opening remark on "Infusion of NEP 2020 on Teacher Education".

1st Session: Session started with topic"*Leadership Skills of Teachers*" byProf.Nilratan Roy, Dept of Education, Tezpur University.

2nd Session: On topic "*Stress Management and TeacherEducators"* was delivered by Dr. Loya Agarwala, Psychological Counsellor, Guwahati.

1st Session: By Dr. Nimmi Maria Ommen, Associate Prof. Titus II Teachers College, Tiruvalla, Kerala on topic *"Global Citizenship Education and Sustainable Development*"

2nd Session: We had Dr. Sangeeta Barthakur Head and Associate Prof. Dept of Statistics and Director Capacity Building Center Cotton University, on topic "*Capacity Building For Teachers".*

THIRD DAY (26th July):

1st session: Prof.Rita Rani Talukdar & Head, Dept. of Psychology, Gauhati University, on the topic "*Soft Skills and Role of Teachers.*

2nd Session: By Dr. Tulika Dey, Associate Prof. Dept of Education in Science & Mathematics, NERIE, Meghalaya ontopic "*NEP and School Education*"

FOURTH DAY (27th July):

1st Session: Delivered by Dr. Loya Agarwal, Psychological Counsellor, ontopic "*Emotional Intelligence of Teacher Educators*".

2nd Session: By Prof. Nityananda Pradhan, NERIE Meghalaya on the topic "*Action Research and Teacher Educators".*

1st Session: Prof. Sharad Sinha , Dept. of Teacher Education NIE, NCERT on topic *"Vocational Education And NEP 2020".*

2nd Session: ByProf. Balaida R. Dkhar, Dept. of Education & Dean, Extension Education. NERIE Meghalaya, on topic "*Application of Team Teaching*".

SIXTH DAY (29th July):

1ST Session: Dr. Suresh Issave, Associate Prof. Tilak College of Education, Pune, on topic "Techniques for Teacher Education".

2nd Session: By Prof. Bibhash Choudhury, HOD Dept. of English, Gauhati University on topic "*Value Education And Role of Stakholders".*

SEVENTH DAY (30th July):

1st Session: Dr. Swati Mittal delivered ontopic "*Role of Performing Arts inEducation".*

2nd Session: By Prof. Rajeswari. K, Prof. & Head Res. Dept. N.V.K.S.D. College of Education (AUV) Attor, Tamil Nadu, ontopic *"Experiential and Industrial Related Psychology".*

The **valedictory session** was graced by Prof. Dulumoni Goswami, HOD, Gauhati University. The FDP was successfully held on Google Platform where participants from various parts of India Participated and had an Interactive session.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

West Guwahati College of Education has implemented various Welfare Schemes for the Teaching and Non-Teaching Staff. Although a Self-financed institution, the college makes arrangements for availing some schemes such as Employees Provident Fund, Earned leave encashment, Maternity leave, Medical facility, House Rent, Leave for Conference, Permission to attend Faculty Development Programs such as Refresher Course, Orientation Program and Short Term Course for the career development and progression of the Teaching and Non-Teaching Staff for the well-being, comfort and improvement of the employees.

1. Interest- free support is given for House repairing, Marriage Ceremony, Car Purchase etc. without interest.
2. Financial assistance is also provided to the Teaching Faculties and Non-Teaching to attend workshop, seminars, Orientation Programs.
3. Employment Provident Fund is provided to all the employees.
4. Internet and Wi-Fi facilities to all the Staff inside the inside.
5. Staff exposure tour is conducted by the College authority to cater to the emotional needs.
6. Induction Program is conducted for the newly recruited Teaching and Non-Teaching.
7. Auditorium hall is allowed to be utilized by the teaching and non teaching staff of the college free of cost.

Information and Communication Technology (ICT): Classrooms are equipped with Projectors, interactive boards, Whiteboard, Green board, Wi-Fi Campus and Digitalized and Automated LAN Enabled Library. The teacher educators use Smart Boards, Laptops, and LCD for taking sessions during online classes.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.3.2

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

Response: 14.29

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)
Any additional information	[View Document](#)

6.3.3

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	0	1

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)

6.3.4

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

Response: 12.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	2	2	0

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

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

Response:

There is an Internal Performance Appraisal system for all its staff members headed by Principal of the Institution. The Principal monitors and evaluates performance of all teaching and non teaching staff and communicates the areas of improvement or overall performance annually or as per requirement. The Principal also discuss and take feedback of each employee from their colleagues. The students at the end of their course also givetheir feedback about all the teachers subject wise through a feedback form.West Guwahati college of Education has a Grievance and Suggestion box where the students can express their query or concern about teachers and non teaching staff which is also considered by the Principal.

College has its own process of performance appraisal system for both teachers and non teaching staff. In the Performa of teachers, teachers are assessed on eight main criteria as follows:

1. Teacher Personality
2. Communication Skills
3. Teacher student interaction
4. Learner centered instruction
5. Classroom management
6. Material management
7. Teaching methodology
8. Relevance of teaching objectives

For each category 6 scoring key i.e excellent, very good, good, average, below average, unsatisfactory has been followed. These eight categories are again sub divided into different sub categories. Under Teacher personality; voice modulation, voice quality, use of gestures, self esteem and confidence and body language are included. Under Communication Skills; fluency in language, confident speech, clarity in speech, good non- verbal skills, use of correct pronunciation and intonation and uses a variety of tones and styles to express are included. In the third category i.e. Teacher Student Interaction includes involves students in the learning process, maintains eye contact, explains with clarity, displays neutrality towards all students, adopts strategies to cater to students need, responds to students queries and problems effectively and provides useful feedback questions. Learner Centered Instruction includes; motivates students to learn, develops strategies to arouse students' interest, strives to provide interesting learning experiences, avoids favoritism, gender equity, tries to develop a positive rapport with the student, and involved the entire class in the learning process. Classroom Management includes;time management, maintains discipline, conflict management, deals with crisis and emergencies, flexibility according to learner needs, setting up and handling groups and pairs for activities and monitoring activities. Material Management covers use of appropriate learning aids, A/V aids, use of realia, resource materials relevant to the topic and use of interesting resources. Teachers allotted classes, assignments, and duties month wise are also taken into consideration for the appraisal.

For non teaching staff also college has its own Performa based on their discipline, punctuality, regularity, sincerity, moral value, etiquettes, manners, communication, interpersonal relationship with colleagues, desire for work, ability to learn, multi-taskingand ability to take responsibility. For each criteria 4 key scoring i.e. poor, fair, good and excellent has been followed.All these are scrutinized and assessed by the Principal. The Principal further communicates the outcome with the staff members in a completely confidential manner for their improvement.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

WGCE has its own mechanism for conducting internal & external audits on are financial transactions every year to ensure financial compliance. Internal audit is conducted quarterly by the internal financial committee of the institution. The committee thoroughly verifies the income expenditure details and the compliance report of internal audit is submitted to the governing body. An external audit is conducted once every year by the appointed chartered Accountant.

Before the commencement of every financial year are principal submits a proposal on budget allocation to the Governing Body. College budget includes recurring expenses such as salary, library books, electricity, internet charges, stationery, field trips, orientation program and non-recurring expenses like equipments for different laboratory such as psychology, science, math, geography, and construction expenses.

The Governing Body of the college examined and monitored the budget allocated by the management.

Internal Audit Process-

All the vouchers are audited by an internal auditor deputed by the Governing body of the college on a quarterly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same brought to the notice of the principal. The same process has been followed for the last two years.

External Audit Process-

The accounts of the college are audited by a chartered accountant regularly as per the rules of Governing Body. The auditor ensures that all payments are duly authorized after the audit, due report is sent to the Governing Body, the Chartered Accountant attends with the supporting documents. Till the date, the institution did not come across with any major audit objection which reflects the transparency of the institution. The statement given by chartered accountant is duly signed by the principal and the president of due management.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

6.4.3

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

Response:

WGCE takes some strategies for mobilization of the funds coming from students' admission fees. Since the resource of funds is students' fees only it is a self-financed institution. Hence all the expenses of different headings of the college such as infrastructure facilities, teachers' salary, laboratory instruments and library books are used from this fund. The college has transparent & well structured mechanisms to supervise effective and efficient use of obtainable monetary funds from the sources.

The capital needed to cover costs before the class starts every year is discussed in Governing Body with the proposed Budget agenda. The huge amount of fund is spent for salary to Teaching & Non-teaching staff. To improvement of library facilities every year, the college purchase books for Library. Therefore, the proposed budget forecasts the resource mobilization cycle in planning, acting, reflection phase of the institution.

Financial audits are done by Chartered Accountant at the end of each financial year due accounts for all the funds are submitted to an external Chartered Accountant Sir, Kaushik Ranjan Goswami after completion of Internal Audit in the college. The audit report, issued by the auditor, with utilization certificate and all necessary rectified accounts is submitted to the sanctioned authorities concerned i.e. Governing Body of the college.

The institution follows certain procedures for the mobilization of funds and the optimal utilization of resources which are carried forward for the college. These are basically done for the community celebrations which includes Bohag Bihu, Rogali Bihu, Durga Puja, Biswakarma Puja, and many more such events. The college also provides donations in such occasions in order that the college is able to participate in various celebrations and festivals of the community.

The institution provides contributory amount to Pandu Sahitya Sabha to be a part of the literary community. The college provides financial assistance to Chief Ministers Relief Fund to provide for immediate relieve to the people of Assam in distress due to flash floods. This is done as it is intended to extend a helping hand to those people affected by natural calamity as Flood in Assam.

The Institution has contributed an amount for relief work and development of RIWATRI, the spiritual retreat, of BHARAT SEVASHRAM SANGITA. This kind gesture indicated service towards humanity that is considered to encourage others for such similar services towards the community.

These are some of the strategies through which the institution does the mobilization of the Resources in a productive manner.

Besides the Institutional Strategies for mobilization of funds and the Optimal utilization of resources for Community, the College utilizes its funds strategically for academic purpose which includes: National Workshop, Faculty Development Program, Induction Program, Orientation Program, Freshmen Social, also including Saraswati Puja which is a regular ritual of the Institution.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college established IQAC Cell on 5th August 2017to upgrade the quality from time to time. The cell is consistently working on to promote the enhancement and enrichment of quality culture in all areas of college. The college has completed 32 years with its Vision and Mission. At present IQAC of college plans for the development of the college taking various strategic plans related to curriculum, co-curricular activities for improvement of college. IQAC framed the following goals to meet up various activities for college development and upliftment:

1. Planning related to college development and upliftment.
2. Framing the various committees to look after the institutions as requirements.
3. Communicating with the Committees providing activities about improvements of the institution.
4. Discussing implementationof plans and activities.
5. Monitoring the Committees periodically based on feedback of the stakeholders.
6. Documentation of the various activities which leadto Quality improvement.

Activities of the IQAC

1. Feedback from the Students, Parents, Alumni, Principals, Teacher educators are collected.
2. Organizing Seminar, Workshop, Conferences, Awareness Camp and Lecture Days.
3. Academic Audit, Green Audit, Library Audit, Administrative Audit are conducted.
4. Organizing Induction Program among newly appointed teachers.

Mechanism and Procedure followed by IQAC.

1. **IQAC evolved following mechanism and procedures for:**

- Ensuring timely, efficient and progressive performance of academic, administrative and financial task.
- Relevant and quality academic/research programme.
- Equitable access to and affordability of academic programme for various sections of society.
- Optionisation and Integration of modern methods of teaching-learning.
- Credibility of assessment and evaluation process.
- Ensuring adequacy, maintenance, proper allocation of support structure and services.
- Sharing research findings and networking with other institutions in India and abroad.

1. **Functions of IQAC are:**

- Development and application of quality benchmarks.

- Parameters for various academic and administrative activities of the institution.
- Facilitatingcreationof a learner-centric environment conducive to quality education , faculty maturation to adopt required knowledge and technology for participating in teaching learning process.
- Collection and analysis of feedback from stakeholders in quality related institutional processes.
- Dissemination of information on various quality parameters to all stakeholders.
- Organization of inter and intra institutional workshops, seminarson

Quality related themes and quality circles.

- Documentation of various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the institution coordinating quality related activities, adoption and dissemination of best practices.
- Development and maintenance of institutional database through M/S for purpose of monitoring/enhancing institutional quality.
- Periodical conduct of academic and administrative audit and its follow up
- Preparation and submission of Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

1. Since 2017 to November, 2023, IQAC conducted several meetings on different issues.
2. Service conditions of Teaching and Non-Teaching Staff were formulated and implemented accordingly.
3. Library has been strengthened with the integration of digitalization.

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

6.5.2

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

Response:

The process adopted by the institution for reviewing teaching learning process periodically includes-

1. **Class routine suitability**: This includes the workload distribution i.e., the number of periods allotted to the teacher educators. Paper distributions means that the number of papers distributed according to the respective departments and disciplines. The subject wise allotment is done

accordingly.

2. **Conduct of classes**: The classes are conducted including both theory and practical classes. In theory classes it is conducted smoothly with the various papers of the syllabus.

The practical classes are held where various methods are applied with ICTintegrated and innovative teaching aids. The methodical subjects English, Science, Geography, Psychology. Practical are conducted from time to time.

3. **Assessment of papers/classes are done through** – class test, term end exam, group discussion, outreach activities. As per the need of the papers/ subject various methods are applied.

4.**Feedback system** prevails for every paper. This is done verbally as well as student satisfaction survey. Feedback helps to gain knowledge absent the students' knowledge acquired.

5. **Use of ICT, Internet, Library, PPT** presentation are integrated during the teaching – learning process. ICT in the form of LCD projection, computers, mobile, interactive boards are used not only for teaching learning process but in the evaluation process. Such kind of presentation are encouraged, and the students demonstrate accordingly under the supervision of the respective teacher's paper wise.

6.**Modern teaching methods** are practised by the institution that includes brainstorming, use of Chat GPT, LMS, Google sheet, Google classroom, WhatsApp group etc.

7**. College magazine and wall magazine** are being displayed from time to time where the write up and the articles of student trainees are displayed highlighting their literary aspects.

8**. Institution conducts exam** not only theoretical but also practical paper wise to evaluate the teaching learning process of the students.

9. **Review of Reading** of the students are reviewed through the library classes where the students book reviewing is conducted by faculty members of the Institution.

10.**Remedial classes** of students are held by the institution from time to time when required.

The institution uses various procedures for the reviewing of Teaching -Learning Process. This enables the institute to assess the students procedure of learning periodically. The college maintains such reviewing of the student trainees from time to time so that the institute manages the teaching learning process in an appropriate manner.

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

6.5.3

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

Response: 13.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	17	0	11	20

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5

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

Response:

Incremental improvements achieved by the institution through these following activities-

A. Academic Initiative

(a) Admission procedures that is followed by the merit list published by the Gauhati University The resolution was taken by the admission committee constituted by the college, the forms are issued online mode on the college website. Further integrated merit list is published (as per state Govt. norms) depending on the availability of seats. Admission date is published in the college website after the declaration of the final integrated merit list. The Induction programme is held after the admission. After the speech delivered by the Chief guest all the faculty members were asked to introduce themselves later feedback form was distributed to know about the readiness of the course .Later mentor mentee group was formed. Therefore, the Induction Programme proved to be successful one that concluded with the National Anthem.

(b) Initiative On Skill Development is taken by the institution preparing mushroom cultivation, vermicompost production, screen printing, block printing ,jewellery making etc. for upliftment of the teacher trainees.

(c) Initiatives on hands on activities done by the trainees through the preparation of teaching-learning materials (TLMs) ,E content development, psychological testing.

(d) Enhanced formal linkages through the signing with different institutions, organisations i.e. Mou's has been signed for the collaborative activities from time to time.

(e) Enriching curriculum transaction through introducing value added courses, inclusion of MOOC, WGCE Blog.

(f) Library upgraded with the provision of SOUL 3.0, NDLI, DELNET and 24x7WiFi facility, Membership forms are given to the community for library use.

B. Administrative Initiative

(a) Workshops on NEP 2020 to explore innovative methods to enhance the quality and relevance of education.

(b) ICT classes are held to help students become proficient in technology to be efficient enough to use it in the teaching learning process.

(c) ERP module is introduced for streamlining administrative tasks.

(d) Tally installation is done.

(e) Soft skills training is provided.

(f) Yoga is practised for stress management.

The Academic and Administrative initiatives help the institution to keep a track of the incremental improvements in academic and administrative domains through its functioning .Such initiatives enables the college for its sustainable progress.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Energy conservation is an inevitable requirement for sustainable development for educational institution. The institute follows the following policy and guidelines for energy conservation.

- Use of LED fittings in all classrooms.
- Recycled water is used for toilet and gardening through rainwater harvesting.
- Well structured water conservation and waste management facilities.
- Green campus initiatives which includes:

1. **Plastic free campus**- Plastic free campus is dedicated to help college environment fight single – use plastic pollution. Its aim is to reduce plastic waste in and around the college campus and its toxic impacts on people and the environment Students prepare paper bags to keep dry waste materials.
2. **Paperless office**-A paperless office involves using digital technologies to reduce or eliminate the need for physical paper documents. This can include practices such as using E-documents, digital signature, email communication, document management system, cloud storage ERP module and Tally.
3. **Awareness campaigns-**An awareness campaign is an ad campaign that aware our thoughts, feelings and behaviors about evil practices of our society. For that our college has organized various campaigns on the theme such as 'Save Water' and 'Cleanliness'.
4. **Hygienic waste management practices-** Hygienic waste management practices refer to proper methods and procedures for handling, collecting, storing, treating and disposing of waste in a way that minimizes health risks to humans and the environment. For this college has segregated waste in different bins and following guidelines for recycling and waste reduction.
5. **Proper sanitation-** Proper sanitation refers to the set of practices and measures taken to maintain clean and hygienic conditions in order to prevent the spread of diseases and maintain the well-being of individuals and communities. This includes ensuring safe disposal of waste, access to clean water, maintaining cleanliness in living spaces, proper hygiene practices and managing drainage system effectively in our college.
6. **Health and hygiene environment**-Maintaining a clean and healthy environment is essential for promoting over all well-being. It includes regular cleaning, proper waste disposal and good hygiene practices etc to prevent from spreading illness and creating safe life.

- The college currently use generator as an alternative source to meet its power requirements.
- Natural light from the Sun comes from all directions.

Future Plans---

Decision taken by the Energy committee to install Alternate sources of energy in the campus----

1. **SOLAR ENERGY** –The College takes effective steps on harnessing solar energy. Use of Solar is one of the easy ways to cut down electricity costs at institutions. A 13.200 KVA solar PV power plant would be implemented on Roof Top Solar PV System and also in the ground area. This Solar power would be utilized for powering the entire building. The electricity generated through this plant would first sent to Government Electricity power house then the institution would be consumed the power sent by the Grid according to its consumption.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

Institution policy for waste management along with its implementation procedure----

The Energy Committee of West Guwahati College of Education takes the initiative to hand over its waste materials to the vendors of Guwahati Municipality Corporation who have collected the garbage.

Solid Waste Management: --The segregation of wet, dry, paper waste is kept in the proper dustbin. Solid waste materials are segregated by hand sorting. The dry waste i.e. paper, plastics, scrap materials are separated from others. The leftover food, peels, and fruit scrapings are kept in bins and collected at time.

Food Waste Management: The nearby community people collected the food waste generated from the canteen to use in their garden as manure.

Plastic waste Management: There is a strict rule of the college to ban any plastic bags inside the campus. The main motto of the institution is "Green Campus-Plastic Free Campus".

Paper Waste Management: The officials of the college staff reuse the paper (one sided) for the record work of the college. Waste paper boxes are kept at appropriate places.

E-Waste Management: The LED bulbs, computers, tonners of printing, wires and tube-lights are disposed of with regular intervals. All these old, outdated, non working items are handed over to the authorized agency, "Pacific Works" located at Maligaon. No commercial values of these materials are found from this agency.

The Production of Vermi compost: The dry leaf litter collected from the campus and vegetable waste materials are used in the flower potted plants of Greenhouse. The waste materials produced in the

Mushroom Unit is recycled through vermi -composting.

Activities related to Waste Management:

- Cleanliness Drive nearby the College Campus.
- Awareness Drive on Environment Pollution.
- Workshop on 'Best out of Waste'

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5

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

Response:

By enforcing the Prime Minister "Swachh Bharat Mission", West Guwahati College of Education is always committed to maintain college environment set a good example to students' trainees, teacher educators and other staff. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanliness in Campus:-

- Provide door mats in each class.
- Keep trash bins on each floor.
- Encourage students and teachers to put inside the dustbin immediately after use.
- Organise cleaning day events like Swachh Bharat.
- Campus is cleaned frequently.

Sanitation:-

- Personal hygiene
- Proper sanitation pit is constructed where the waste gets deposited.

Green Cover:-

West Guwahati College of Education are endorsing and enforcing measures to make the college a carbon negative campus using the following:

1. **Rainwater Harvesting-** Rainwater harvesting is the collection and storage of rain, rather than

allowing it to run off. West Guwahati College Education steps towards the preservation of rain water for further use.

2. **Utilizing Natural light-** The building architecture of the college is designed in such a manner that permits the free flow of air and allows natural light to cover all corners of the building.

3. **Green house-** West Guwahati College of Education constructed green house within the institution for nursing of plants.

4. In the institution sometimes for research facilities, scholars are offered opportunities for study about the plants and to conduct experiments in controlled environments.

5. **Vermi compost-** Vermi compost plant exists in the institution involves using earthworms to break down organic waste into nutrient-rich compost. This compost is used as a natural fertilizer for plants. Institution often utilizes vermin composting as an eco friendly way to manage food scraps, paper waste and other organic materials. The resulting compost is used in gardens, landscapes, or even for educational purpose to teach about sustainable waste management.

Pollution free healthy Environment

- The college uses reusable water bottles and coffee mugs.
- LED bulbs are in use in the college.
- Dustbins are placed on appropriate places in the premises.
- Waste is controlled in entire campus.
- No use of polythenes in campus.
- Use of dust proof chalks in classrooms.
- Minimum use of photocopy/ printing.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: B. Any 4 of the above

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

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.11

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.075	0.20910	0.06126	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

7.1.8

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

Response:

West Guwahati College of Education, affiliated to Gauhati University, Guwahati is located at the prime location of Guwahati providing all facilities to students and visitors and is easily accessible for all.

Locational Advantages

- Latitudinal and longitudinal extension of the college is 26.17? North and 91.69? East.
- Railway Station in the vicinity within 1.5 km
- College is located near Pandu Templeghat road.
- Police Station is located in a range of 1.3 km for safety and security purposes.
- Hospital is located within 1.2 km.
- 24*7 CCTV surveillance within the college campus.
- Utmost care is taken to maintain cleanliness and greenery in and around the college, situated from hustle-bustle free environment.

West Guwahati College of Education organizes many awareness programs for the benefit of the community .The institution organizes awareness programs to sensitize towards social, environmental and community problem. Time to time ,the institution ignites sensitivity towards society and environment by various activities like summer camp for destitute children, N.S.S. camp in Schools ,National festival like Bihu celebration in community ,Helping Hands program with RED RIBBON CLUB through which Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges:

Initiative to provide locational advantages:

1. Space provided to NGO (Child Friendly Guwahati CFG under Donbosco) for cultural activity.
2. Community activities (Health camp, training in Digitalization, Film festival, Fire Hazard awareness , Bihu celebration ,gender awareness ,Puppet Show)
3. Anganwadi meeting, vocal for local meeting.
4. Door to door awareness campaign on child labour, save water and cleanliness**.**
5. Four days N.S.S camp in joining hands schools.
6. Helping Hands program during Covid 19 and Flood situation with a N.G.O. Red Ribbon Club.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

I. Title of the Practice: Gender Equity

Objectives of the Practice:

- To practice equal rights and opportunities in all spheres of life among students.
- To empower all girls and women.
- To eliminate all gender based discrimination and gender stereotypes in all area of life.
- To practice and promote all the idea of 'equality 'regardless of gender.

Context:

Genders Inequality is social phenomena in which people are treated with biasness i.e. are not treated equally on the basis of gender. This inequality can be caused by 'Gender Discrimination'.

The Practice:

Dealing with the practice, the teacher educator brings awareness about the gender disparity among the student trainees by explaining day to day real life real life examples in classroom situation. After the clarity of the concept 'Gender Discrimination' teacher educators work together on this theme how to abolish the concept 'Gender Discrimination 'from the minds. Organizing gender related programs such as Workshops and Dramas in twinning schools, Gender Discussion on the topic 'Gender Biasness in Society' ,Panel discussion on 'Gender and Human Beings' clears the concept of gender. Special awareness camp on 'Gender and the Role of Women 'was held in nearby village in which women can carry to implement 'Gender Free Home 'in the society. 'Lecture Series on 'Gender Binary ' among the people of local community was ended with a l slogan "We are Humans ,not a boy not a girl , Let us stay in society as Humans".

Impact of the Practice

Through the gender related programs ,the students are able to create awareness on gender related issues among the children of the twining schools and the community .

II. Title of the Practice:

Promoting life skills for inculcating Work Culture

Objectives of the Practice:

- To help in developing skills as critical thinking, problem solving and decision making.
- To provide opportunity for realizing the strength and weakness.
- To set appropriate goals, manage stress and time effectively.
- To adjust any situation as a teacher.

Importance of life skill

Life skills education is indispensable for B.Ed. trainees as it equips them with essential competencies

beyond academic knowledge. Life skills enhances for critical thinking, problem-solving, communication, decision-making, interpersonal skills, and emotional intelligence. These skills are fundamental for navigating the complexities of modern society and fostering meaningful relationships with students, colleagues, and parents. It empowers trainees to address contemporary challenges to adjust with inclusive classrooms, cultural diversity, and technological integration.

The Practice

The institution organizes talks, seminars, FDPs, extension activities lecture on 'Manging yourself', Effective Communication skills', 'Occupational Stress on Health', yoga sessions, problem solving sessions ,collaboration and team work under MOU. Capacity Building Programme ,National and international days and events for inculcating broad vision and global thinking among students .

Impact of the Practice

Incorporating life skills education into B.Ed programs enriches the professional development and cultivates a generation of teachers equipped to meet the evolving demands of education which prepares not only knowledgeable but also competent, compassionate, and adaptable leaders in the classroom.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Fostering values through Activities

West Guwahati College of Education has reaffirmed its vision of inculcating holistic and Quality oriented teacher education programs through different modern initiative techniques in the Teaching -learning process among the student trainees. The institution works with Holistic Education, Quality oriented education, modern innovative techniques to achieve its goals.

Dimension I :- Holistic Educational Environment:-

The institution encouraged the student trainees to explore their creativity, critical thinking and problem - solving skills. The institution fosters a culture of excellence to nurture the strengths and talents of the student trainees. To provide a holistic environment, the institution organizers a Soft Skill Development

Program, Capacity Building Program, Communication Build - up Program. Student trainees learn by doing, engaging themselves in hands-on activities, yoga etc. which lead to their overall development. Their physical, mental, social, emotional, intellectual, vocational, professional and personal aspects are developed through by the teacher educators inside the collaborative culture and outside the institution because the teacher educators are always committed to the mission of the institution.

Dimension 2: Quality Oriented Programs:-

The students of the institution are getting Quality Oriented Learning by participating in various programs such as Webinar, Symposium, Orientation Program, Workshop, Panel Discussion, Mentoring Class, Value Added Class, E- Content Writings, Seminars. All these programs give them education of physical and mental health. The elements such as discipline, leadership, motivation, teaching - learning, personal character, management are developed by Quality Education. As per the UNICEF's dimension for Quality Education, Healthy Learners, Conducive Environments, Relevant Curriculum, Child - Friendly Pedagogy and Useful Outcomes are developed by the institution at a stretch within 30 years of journey in Teacher Education.

Dimension 3: Modern Innovative Techniques:-

The institution organizers many innovative techniques for the upliftment of the trainees such as preparing role play in Wall Paintings on various themes, Best out of Waste etc. The College also organizes Micro Teaching, Flipped Classroom, Buzz Group Method, Simulated Classroom through online means alongwith Peer Teaching Methods, and Interactive Sessions and so on. Experimental Learning is the focal point of Innovative Technique.

Dimension 4: Extension Activities:

The institution is aware of over commitment to the service of society. On the World Environment Day, the student trainees planted saplings at their homes and neighborhood areas. The College organizes Cleanliness Drive every year on Gandhi Jayanti in the Community. The distinctiveness of the College is found in its multifaceted learning for the student trainees. The College organizes Gender Awareness Programs, Free Distribution of Food Supplies, Awareness Camps, Door to Door Campaigns, Street Play on Social Issues, Vocal for Local Programs, Road Safety Programs, Fire Hazard Programs etc.

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

5. CONCLUSION

Additional Information :

The institution's head promotes complete transparency, encourages faculty participation, and includes all students and non-teaching personnel, all of which contribute to the institute's positive working culture. The institute aims to enhance education in the future by incorporating elements of traditional Indian culture. It offers the resources and adheres to the guidelines for the betterment of the academic atmosphere at the institute. Though the college maintain predetermined syllabus given by the affiliated university, but the college organises various activities related to the content for the upliftment of the student trainees. The college is situated in the bank of the river Brahmaputra, connected from the other parts of the city and the state due to near by railway station and airport. Keeping a green zone inside the campus, the college maintains a green policy practices with the uses of alternative sources of energy. The college megazine "Pragyajyoti" is published annualy. Four numbers of wall magazine are prepared every year with various themes by the students trainees. Handwritten magazine, comics strips, action research are published by the college. To keep with the latest trends, the college has signed with different institutions through MOU process. The college provides SWAYAM- NPTEL Local chapter to faculty and students for availing their self study courses.The students trainees are actively participated in the campaign of Viksit Bharat and the college is also ready to cope up with all the requirements given by NEP 2020. The college also provides annual subscription of News papers in the primary school located in the adopted village, Chandra, North Guwahati of the institution.

Concluding Remarks :

This college was established in Pandu area of Guwahati with the goal of providing students throughout the Northeastern Region which provides higher-level and high-quality education. Though there is still more to be done, the institute has come a long way in the thirty-two years since it was founded. The academic environment of the university is transparent and healthy. It employs inventive and creative transactional tactics to facilitate an efficient teaching and learning process.