



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	RAJENDRA ACADEMY FOR TEACHERS' EDUCATION
• Name of the Head of the institution	DR. MANAS MASANTA
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	03432538468
• Mobile No:	8918183192
• Registered e-mail ID (Principal)	principal@rajendraacademy.com
• Alternate Email ID	rewt.dgp@gmail.com
• Address	Village-Gopalpur, P.O- Gopalpur, P.S-Kanksa
• City/Town	Durgapur
• State/UT	West Bengal
• Pin Code	713212
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Semi-Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	The University of Burdwan				
• Name of the IQAC Co-ordinator/Director	Prof. Mahadeb Chattopadhyay				
• Phone No.	7001966977				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)	7001966977				
• IQAC e-mail address	iqac@rajendraacademy.com				
• Alternate e-mail address (IQAC)					
3.Website address	www.rajendraacademy.com				
• Web-link of the AQAR: (Previous Academic Year)	http://www.rajendraacademy.com/Uploads/25042020011946/04162021144808AOAR_2019-2020.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.rajendraacademy.com/Uploads/29042020123609/02282023162816Academic%20Calendar%202020-21%20updated%20pdf.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.25	2016	02/12/2016	01/12/2021
6.Date of Establishment of IQAC			02/01/2012		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	Nil
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		5		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
1. Seven days FDP Programme 2. Three days Webinar on NEP-2020 3. Competition on Poster making on Beti Bachao Beti Padhao 4. Two days Online International Conference 5. Student Induction Programme				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
SEVEN DAYS FACULTY DEVELOPMENT PROGEAMME	http://www.rajendraacademy.com/Uploads/18082020054156/02172023163952FDP.pdf
COMPETITION ON POSTER MAKING ON BETI BACHAO BETI PADHAO	http://www.rajendraacademy.com/Uploads/29042020125343/11242020124956BBBP%20online%20report_2020-converted%20(1)%20(1).pdf
TEACHER ORIENTATION PROGRAMME	http://www.rajendraacademy.com/Uploads/18082020054156/09242020161434Teacher%20Orientation%20Program%20Brochure.pdf
CELEBRATION OF YOGA DAY	https://www.youtube.com/live/e1pNss-RJhA?feature=share
CELEBRATION OF DOCTOR DAY	https://fb.watch/m4sx_zjubN/?mibextid=Nif5oz
SWACHHA BHARAT ABHIYAN PROGRAMME	http://www.rajendraacademy.com/Uploads/29042020125335/04222021151442Swachha%20Bharat%20Campaign%20An%20Online%20Initiative_RATE.pdf
STUDENT INDUCTION PROGRAM	http://www.rajendraacademy.com/Uploads/18082020054156/02282023161335Induction%20Programme.pdf
TWO DAYS ONLINE INTERNATIONAL CONFERENCE	https://youtu.be/lxfD8f4LD_c
CURRICULUM PLANNING & ADOPTION PROGRAMME	https://youtu.be/q-vnxcYjJy0
THREE DAYS WEBINAR	http://www.rajendraacademy.com/Uploads/18082020054156/11032020112139National%20Webinar%20on%20NEP_2020_RATE.pdf
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020	17/02/2022

15. Multidisciplinary / interdisciplinary

Our college is affiliated with WBUTTEPA & The University of Burdwan. The universities have framed the design of the course having Multidisciplinary and Interdisciplinary approach. The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our concentrated pathway to enrich all these programmes. Presently, Arts, Science and Education are disciplines integrated for the purpose. Courses like Language Across Curriculum (Bengali, Hindi, English and Sanskrit), Social Science, Science, Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) Physical Education are all aspects of an interdisciplinary curriculum. Above all these courses have a focal intent to integrate them for effective and efficient school education in particular and Education in its wider perspectives.

16. Academic bank of credits (ABC):

N.A.

17. Skill development:

Our Institution has some objectives for skill development, which are to ensure sustainable livelihoods, provide an opportunity to achieve inclusion and productivity. create greater awareness towards environmental, safety and health concerns, enabling student-teachers to adapt to changing technologies, enhancing their living standards. It also helps to strengthen competitive spirit among student teachers. The college has implemented development of teaching skills, like

- Practising various teaching skills,
- Improve handwriting and cursive writing,
- Enhance Spoken English,
- Organising Exhibits of student's skills,
- Enriching sports and physical skills,
- Developing soft skills and hard skills.

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

The prehistoric paragon of Indian Knowledge and Customs and Traditions have been transcended through courses like, Perspective in Education. Here, philosophy of Vivekananda, Tagore, Gandhiji, Maharshi Arvind, Raja Ram Mohan Ray, etc. have a place. Sanskrit Sambhashan has been arranged for sensitising youth towards our great wealth.. It captures all the elements with immediate relevance, such as diversity, openness, scientific-rationale, and logic, to its very core. Indian knowledge systems comprising traditional ways of learning are covered and well introduced across curriculum through the courses of education, philosophy, art, literature, sciences, yoga and sports. Our B.Ed. & M.Ed. Programme includes various components strengthening cultural identity, awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance. Language across curriculum is introduced to ensure proficiency in Indian languages has been integrated well in various programmes offered at the College.

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

Our Teacher Education Institution follows the guidelines of The University of Burdwan & Wbuttepa for out come based education in form of formative & summative assessment. It covers the cognitive, affective & psychomotor objectives. To ensure out come based education the college follows the good practices covering all three domains. Focus group, mentor -mentee, study circles, peer-tutoring, problem solving session help in cognitive development. Cultural programmes, sports, celebration of National & other days to lead the development of affective domain. Inhouse and out house competitions help in psychomotor domain. Teachers strive hard to prepare and present the instructional material in such a way that leads to Outcome Based Education.

20.Distance education/online education:

During the COVID-19 pandemic period, online education provided by the faculty members proved to be a boon for the students which gave them an opportunity to come to terms with synchronized and asynchronized modes of online learning. There are several online platform was used for teaching-learning process, like Google Meet. Students also got an opportunity to present their assignments and lesson presentations through online mode which was a distant dream for them. The process paved a way to Digital India.

Extended Profile

1.Student	
2.1	389
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	200
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	00
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	200
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	200
File Description	Documents
Data Template	View File
2.6	189
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	119.54
4.2 Total number of computers on campus for academic purposes	55
3.Teacher	
5.1 Number of full-time teachers during the year:	17
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	16
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The institution, Rajendra Academy For Teachers' Education(RATE) follows the curriculum that is prepared by the University and of ...The University frames the curriculum under the guidelines of NCTE. In the session 2020-22 RATE followed the B.Ed. curriculum of The University of Burdwan. Apart from the University curriculum, RATE prepared an Academic calender and planned for various activities like webinars, workshops, cultural events, etc. throughout the year for students'professional development, under the guidance of IQAC and In-house Advisory Board members.</p> <p>Focus Areas: The College focuses on the following aspects in terms of curriculum.</p>	

Concept and Context: Core courses on the foundations of education from philosophy, sociology, psychology for developing the concepts and contexts which are essential for a successful teacher are given special emphasis.

Functional Aspects: Pedagogical courses for facilitating the teacher trainees to understand the functional areas of teaching and learning. It covers subjective knowledge with pedagogy, assessment for learning, internship and the skills to play the role of a successful teacher.

Capacity Building: Various approaches like group presentations, webinars, conference, observations during internship, remedial classes and coaching classes for TET and NET are conducted to improve capacities.

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

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

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.rajendraacademy.com/Site/Pages/res.aspx?Page=Curriculum&Id=29042020123555
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

18

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	http://www.rajendraacademy.com/Default/Pages/Default.aspx

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

1

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

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

189

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

189

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

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

Three of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

Our institution, Rajendra Academy For Teachers' Education (RATE) continuously works on enhancing educational system and strives hard to support the professional development of student-teachers. We have constantly endeavoured to enhance our trainee-teachers' professional skills through various activities other than prescribed curriculum by conducting lots of online programmes during Pandemic situation. Like RATE Conducted National level webinar on NEP 2020 to create a different perspective as well as reflective thoughts of the trainee-teachers on every aspect of the policy. Celebrated International Yoga Day along with a workshop on YOGA to boost up mental health and inculcate optimistic thoughts for becoming more professional. An International Conference on Perspectives of Inclusive Education, was conducted in the Context of COVID-19 to make the students aware of the need and challenges of inclusive education and to reflect upon it. Our institution worked on poster making competition on "Beti Bahao Beti Padhao". Through this program our main aim was to help women shaping a positive self-image and increase their confidence level and enabling them to develop the ability to think critically. Many cultural programmes, specify Covid awareness programme, etc. were conducted to enrich the curriculum.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

The whole education system was interrupted by COVID-19. Google Meet was used to connect our trainee teachers. As India has the world's largest population consisting of diversities in every sphere, it is reflected in our education system. Different socio-economic, political, religious, language, culture, etc. set the diversity of our nation. So there are diversities in school systems also with different boards with different norms, standards, etc. Through Internship the trainee teachers do not get to know about all diversities in school systems. Thus to make them aware, our faculty members and delegates from outside conducted a session on development of school system, functioning of various Boards, functional differences among them, and their assessment system with norms and standards to familiarize students with diversities in school system.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop

understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Our institution focused on learning designs, and pedagogical analysis through school internships under the West Bengal Board of Secondary Education, which intrinsically fostered the trainee teachers' creativity in the actual classroom. Additionally, our institution recruited and utilized the utmost human resources as teaching personnel, whose primary focus was to build a strong community with diverse interests. Additionally, during the COVID-19 period, the institution adhered to proper norms and standards for assessment. The institution also promoted its diversity-driven pedagogical techniques, such as simulated teaching, and micro-teaching, teaching aid preparation which guaranteed the development of teaching competency among the trainee teachers. Various cultural activities, webinars, observation day celebration, conference were conducted through both online and offline mode to enhance their professional development too.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Two of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

189

2.1.1.1 - Number of students enrolled during the year

189

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

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

00

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

67

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

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

1

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

1

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

2.2 - Honoring Student Diversity

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

Rajendra academy of teachers' education receives students from varied socio economic, cultural and educational backgrounds. At their entry level the trainee teachers have little knowledge about the teachers training program. At the onset of the two years of intensive training course we welcome the students through an

INDUCTION PROGRAM to the training institute and Orient them with the institution's plans, policies, values and make them feel comfortable in the new environment.

Induction program of 6 days is held. It is organised before the commencement of the regular classes. Through various activities like recitation, flower arrangement, ice breaking activity and other talent search programs we try to locate the strengths and weaknesses of the new trainee teachers.

In the week long induction program we also have a session devoted to assess the differential teaching aptitude of trainee teachers at entry level.

The objective of this test is to find out

- Can follow the right approach to problem solving
- Can communicate effectively in verbal and written language
- Can successfully complete task in a team.

Students profile is kept to maintain a record of student's background at the entry level.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

25

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

2.3 - Teaching- Learning Process

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

Teaching learning is a student centric process. Accordingly in order to make the teaching-learning of B.Ed programme successful we need to adapt multiple mode approach to teaching learning.

Experiential learning: students learn best from experiments. This way they get the theoretical concepts in action. It bridges the gap between a strictly academic setting and real workplace environment. As an example of it our college conducts Red-Cross society program, educational tours, site visits to ecological, historical, commercial places. In practicum we encourage our trainees to work on these topics.

Internship program of 4 months where trainee experience real life classroom. Our trainee teachers benefit when they go for community service such as road safety program, blood donation, and various awareness programs.

Focused group discussions are also employed by our teacher-educators for various courses of B.Ed. It helps to boost free thinking, generates new ideas among the trainees.

We encourage our training- teachers to utilise technology in their learning process, Google classroom, Google Meet, PPP, website meeting etc

Problem solving method, participatory learning are some other methods employed for teaching purpose. We motivate our trainee teachers to engage themselves in different community work, organise events like debate, discussions, seminars.

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

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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://www.rajendraacademy.com/Site/Pages/Default.aspx?Page=Students%20zone&Id=19082022052636
Any other relevant information	View File

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

224

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological

Four of the above

activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	View File

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

At Rajendra academy of teachers' education the faculties strive to attend the above mission through diverse activities and by following the curriculum instructions in detail given by WBUTTEPA.

Every teacher trainee is placed under a mentor. Approximately there are 10 trainees under each mentor. The mentor not only takes care of the academic aspects like attendance, performance in exams but also looks at other aspects of the trainees likes participation in events, social skills, initiative ability and other health, financial, self-esteem or family related issues if any.

Micro teaching sessions conducted in classroom and peer feedback enhances the trainee's analytical skills, ability to summarise and communicate.

There are courses in the syllabus which highlights the aspect of individual differences and how a teacher is to deal with it. Knowledge about gifted, slow learners, special children etc are given.

Before going for internship to schools an orientation program is arranged in the college wherein the trainees are given out the details of how they should conduct themselves at the practice teaching.

Continuous support is provided to encourage them to integrate technology in their learning process. Besides through lectures & seminars the trainees are shown ways to deal with stress and manage work happily.

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

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

Five/Six of the above

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

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

Innovation in education encourages teachers and students to explore research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them.

Learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding and

imagination can play an important role. It is vital that learners have sufficient understanding of the material with which they are being asked to be creative.

Creative approaches can be very helpful in remembering information. The processes used by champions at the World Memory Championships are highly creative as they use the mind's capacity to recognise and remember chunks or patterns that have meaning to the individual much more effectively than isolated facts.

In life skills education, students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as

Two/Three of the above

preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

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

None of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	One of the above
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
--	------------------

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

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

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

The institution in collaboration with the school, in its locality, Village Panchayats conducts the community outreach activities for partial fulfilment of the requirements of the B.Ed. Program in particular and community based awareness programs as extension activities beyond the B.Ed. Curriculum. Information obtained from the school heads where the student teachers are engaged for their internship work. While preparing the academic plan, top most priority is given on the suitable period for the school and of the institution during which the school internship will be conducted. During their stay in the schools for delivering 60 practice teaching lessons as per the NCTE norms in B.Ed. section, 16 weeks practice teaching program in the school they would have been exposed to the practice of micro teaching skills, pedagogical analysis with simulation and mini teaching works as the pre practice teaching days.

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

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

2.4.9.1 - Number of final year students during the academic year

189

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

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

Seven/Eight of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Due to pandemic situation all schools were closed. During pandemic situation we are unable to conduct practice teaching in different schools and colleges for B.Ed department. But the students were engages preparing lesson plan and TLM to their home and also they are submitted 60 lesson plan to their concerned method teacher in online mode. Teacher educators from the college (preferably subject experts) are assigned to review and approve the lesson plans in online classes. The student-teachers are permitted to deliver the lesson plans to their concerned method teacher that has been

properly accepted. The faculty checked 60 to 70 percent of the lessons in online classes.

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

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

Two of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

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

One of the above

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

2.5 - Teacher Profile and Quality**2.5.1 - Number of fulltime teachers against sanctioned posts during the year**

17

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	View File

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

09

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

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

42

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

14

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

colleagues and with other institutions on policies and regulations

In the age of technology one system doesn't remain in place for very long. so in order to keep working effectively it is important to update ones knowledge. In our college we have in-house discussion on current events on a regular basis in form of seminar, teacher induction program and so on. Spacing out conversations around systems, collaborative planning, curriculum, teaching learning and assessment is prudent. Seminars are conducted on special occasion like World environment day, literacy day, World yoga day etc .Every year our faculties actively participate both as speakers and they participate too in discussion that follows. Teaches induction program are held from time to time. It focuses on curriculum, analytically looks at recent policies of NEP 2020. We also have experts elaborating on the above themes. Conducting workshops on topics like Thesis writing greatly helps both the faculties as well as the trainee teachers. The interactions are confined not only within the four walls of the college but we also create platforms to interact with faculties of other institutions regarding examination system, curriculum and different pedagogical matters. During leisure hours too our faculties actively exchange opinions on different educational policies, their relevance and so on.

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

2.6 - Evaluation Process

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

Rajendra Academy for Teachers' Education adheres to the academic schedule set out by the University of Burdwan for the purpose of conducting a continuous internal assessment. The college displays all the circulars regarding examination on notice boards and WhatsApp group from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to trainee teachers at the beginning of each semester.

Students are given one assignment in each course of the program. Unit tests, mid-term exam, semester exam all are in place to assess the progress of the students. Internal test answer scripts are shown to the students highlighting areas that require improvement.

Micro teaching demonstration classes are evaluated by method teachers to monitor the development of teaching skills of trainee teachers. Simulated demonstration classes are conducted before the commencement of internship program.

Special tests are arranged for slow learners.

Due to Covid-19 pandemic we had to modify the system. Digital platforms were used for assessing the performance of students. All the above mentioned process was carried out online to the extent possible. Continuous evaluation has helped improve student regularity and participation in activities as there is marks for each class attended and assignments completed.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

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

One of the above

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

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

Rajendra academy of teachers' education plans its examination schedule based on the academic calendar provided by our affiliating university.

Rajendra Academy adopts a transparent grievance redressal mechanism for the redressal of the grievances of the students. For proper actualization of this mechanism, there is a "Grievance Redressal Box" shortly known as "G. R. Box". The students put their grievances in writing in plain paper in that box and these grievances are discussed in the meeting of the Grievance Redressal Cell committee appointed by the principal of the institution.

At the institutional level an exam committee is appointed by the principal to look into exam related grievances and resolve them.

Exam related grievances are readily heard by the exam cell if there are grievances related to physical environment like improper sitting arrangement, insufficient light, noise in the environment etc are readily heard and immediate action is taken to resolve these problems.

Other grievances like late application form filling, non-receipt of admit card or wrong entries in the admit card etc were resolved at the earliest. College gives support to trainee teachers in matters of examination form fill up, make payments, download admit cards for exam etc.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

Every year we prepared the academic calendar for the institute and also department wise activity schedule for smooth functioning. At the beginning of each academic year an Academic Calendar is prepared for complete year for all the programs. Our Academic calendar covers all important dates for students such a start of semester, theory class, internal assessment, practicum, assignments, various co-

curricular & extra activities, semester end examination, holidays etc. The academic calendar is displayed on the institute website, college notice board and also shares with the head of the departments so as to ensure proper execution. A copy of academic calendar for Session 2020-2021 is attached for reference. The process of Academic Calendar, Time Tables, Teaching plan and Teaching record is followed by The University of Burdwan as well as Govt. of West Bengal and Govt. of India. The Academic Calendar helps students getting the full visibility of events that would happen during the year. The advance release of Academic Calendar also makes sure the activities and events happen exactly as per the plan and these do not need additional communications. Considering the academic calendar each department functions according to the teaching plan prepared at department level.

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

2.7 - Student Performance and Learning Outcomes

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

The Governing Body of Rajendra Academy consists of experienced academicians and professionals ensuring quality education by effective teaching learning process, adding to innovation and best practices opted by the institute. The institute prepares strategic plans annually which are bifurcated into long term and short term plans and achieved. The institute has a well-defined with detailed job description to maintain transparency and smooth working of the system. E governance is opted in various departments for speedy decision making.

Along with the instructional treatment of the topics like class room management, equity and equality in education in different papers under theory component, the activities under the purview of practicum, school internship and sessional activities - teaching peers, group activity, school initiation program, Psychological practical, Community outreach activity, fieldtrip / community living camp, action research projects etc are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process.

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

2.7.2 - Pass percentage of Students during the year

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

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

The most appropriate assessments to improve guidance in student learning are online quizzes, unit tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Since the outcomes of these evaluations are directly related to classroom teaching goals, teachers depend on them. Teachers must adapt both their approach to evaluation and their perception of the outcomes in order to use classroom evaluations to improve. Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used The Program outcomes; Program Specific Outcomes are helpful in developing the framework of teaching and learning. The Course outcomes facilitate in clear understanding about the course expectations and also support the process of learning. The Course outcomes also present a clear picture of employability, skill development and entrepreneurship prospects of the course.

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

2.7.4 - Performance of outgoing students in internal assessment

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

227

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

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

Rajendra Academy has evolved its own dynamic mechanisms for student assessment and adoption of remedial measures to assist students facing constraints. The system of continuous internal assessment through tests, seminars, assignments, sessional work, and online class discussions allows teachers to monitor and assess the progress of students. This system also helps students to get a feedback about their progress during mid-course so that they can work towards improvement. Based on their performance, students are advised and encouraged to attend remedial/tutorial classes that are included in the teaching schedules. These provide an opportunity to both advanced and slow learners to meet faculty members for individual- or smaller group-based learning sessions. Such sessions facilitate adherence to high standards of teaching learning, academic rigor with minimum or no dilution of the course content. College also have designated student counsellors among faculty members who interact

with, and assist students in both professional and personal matters so that they do not lose focus and are able to improve their academic standards. Students are encouraged to optimize their potential through special opportunities provided to them by way of scholarships, fellowships, awards and other recognitions.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

01

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

one

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

<p>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	<p>Two of the above</p>														
<table border="1"> <thead> <tr> <th data-bbox="86 613 550 674">File Description</th> <th data-bbox="550 613 1471 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 550 741">Data as per Data Template</td> <td data-bbox="550 674 1471 741">View File</td> </tr> <tr> <td data-bbox="86 741 550 842">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="550 741 1471 842">View File</td> </tr> <tr> <td data-bbox="86 842 550 943">Sanction letters of award of incentives</td> <td data-bbox="550 842 1471 943">No File Uploaded</td> </tr> <tr> <td data-bbox="86 943 550 1122">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="550 943 1471 1122">View File</td> </tr> <tr> <td data-bbox="86 1122 550 1223">Documentary evidence for each of the claims</td> <td data-bbox="550 1122 1471 1223">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1223 550 1283">Any other relevant information</td> <td data-bbox="550 1223 1471 1283">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Institutional Policy document detailing scheme of incentives	View File	Sanction letters of award of incentives	No File Uploaded	Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File	Documentary evidence for each of the claims	No File Uploaded	Any other relevant information	No File Uploaded	
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Documentary evidence for each of the claims	No File Uploaded														
Any other relevant information	No File Uploaded														
<p>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</p>	<p>One of the above</p>														

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

3.2 - Research Publications

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

9

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

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

9

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

3.3 - Outreach Activities

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

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

05

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

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

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

379

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

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

320

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

379

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

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

Outreach activities are compulsory for B.Ed. student-teacher. Our institution organizes activities outside campus to make the student-teacher sensitive to social issues. The institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and community development through various activities every year.

HIV & AIDS awareness program, main objective of this program is to aware people comprehensive care, support and treatment to all persons living with HIV/AIDS.

The institution looks upon Swachh Bharat Abhiyan not only as a means to clean the environment but overall immunity of the body, mind and soul.

Various awareness programs like Beti Bachao Beti Padhao, tree plantation, health and hygiene had been organized by the institution during the pandemic situation via online mode. The main objective for organizing COVID-19 program was to create awareness and educate the college students, faculty, staff and local community regarding preventive intervention techniques that would help in reducing the transmission of the disease. The institution has also distributed face masks amongst the local people to spread awareness about the COVID-19 situations.

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

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

02

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

02

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

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

One/Two of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The college has been upgrading its infrastructure in the last ten years by modernizing class rooms and laboratories. A sincere effort is made to develop cost effective and sustainable of 6000 sq mtr area infrastructure for effective teaching and learning. The departmental Head's place their requirements which are prioritized by the management and provided.

The seminar room on the ground floor is a popular venue for almost all the co curricular activities. It is equipped with audio visual aids, like speaker, microphones, tape recorder, TV, CD player, LCD and computer (CPU).

Rajendra Academy for Teachers' Education provided Sports, outdoor and indoor games, auditorium, cultural activities, canteen, public speaking, communication skill development, yoga, Meditation health and hygiene etc.

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

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.rajendraacademy.com/Site/Pages/Default.aspx?Page=Infrastructure%20&Id=18082020054314
Any other relevant information	No File Uploaded

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

119.54

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

4.2 - Library as a Learning Resource

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

Library is partially automated with KOHA software. The institute installed integrated LMS - KOHA version- 3.18.03.000 in the year 2016. And it had upgraded to version- 19.05 in the year 2020.

Koha Software by using the following modules for regular activities:

Software modules- Circulation, Cataloging, Patrons, Serials, OPAC.

Circulation Section: Circulation section is placed in the first room equipped with computer terminals for transactions.

Technical Section: The technical processing of library materials books and periodicals; preparation of library cards is done at the circulation section in the library. Cataloging of books is done

through koha software.

Koha is the first of its kind, an open-source integrated library software (ILS) used worldwide by all kind of libraries from public, school and special libraries. Open source software is software with source code that anyone can inspect, modify, and enhance. It contains 12 modules Cataloging, OPAC(Online Public Access Catalogue), Circulation, Reports, Patrons etc. In order to manage all kinds of resources and information, libraries require high quality integrated software, along with cutting edge retrieval tools.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://www.rajendraacademy.com/Site/Pages/Default.aspx?Page=Library&Id=18062018023654
Any other relevant information	No File Uploaded

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

Institute presently not adopted the remote access facility but the student and teachers can access internally.

Our institution, however, offers free access to computers and the internet so that students and teachers can independently access online resources.

In order to adopt the remote access facility in the future, the institute is planning and working on it.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration

**for the following e-journals e-Shodh Sindhu
Shodhganga e-books Databases**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

3849

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

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

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

90

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://www.rajendraacademy.com/Site/Pages/Default.aspx?Page=Library&Id=18062018023654
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

During covid pandemic period ICT has been use as a most vital tool for conduction of online instruction. IT facilities are well developed, adequate number of computers with printers, scanners and high-speed Internet are available in office examination section, computer room, store and library.

1. Free Wi-Fi facility is provided to the students in the

institution.

2. They can access Internet facility through their mobile phones, tablet or laptop in the college campus. All the departments have LCD projectors, overhead projectors, printers and scanners.
3. Teachers have access to computers having wi-fi facilities for preparation of TLM.
4. To the maintenance of computers and internet facilities the support system are available from the experts.
5. Lab assistants are available to support students and faculty in their queries. The entire campus is monitored by CCTV facility. The CCTV installed at strategic places help monitor the campus activities.
6. The quantity of desktop computers, printers, projectors, UPS, CCTV. Desktop computers. Laptops, switch, Projectors, scanner are increased according to the strength of the students from time to time for each financial year.

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

4.3.2 - Student – Computer ratio during the academic year

8:1

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

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

E. < 50 MBPS

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	http://www.rajendraacademy.com/Site/Pages/Default.aspx?Page=DOWNLOADS&Id=19082022052702
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	http://www.rajendraacademy.com
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

Nil

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

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

Rajendra Academy for Teachers' Education was established in 2009 with the objective of imparting qualitative teacher training courses. The IQAC Cell was framed for maintaining academic standards along with quality sustenance for capacity building. The College has established the procedures and norms for maintaining and utilizing the physical, academic and support facilities like the laboratory, library, classrooms, computers and sports ground. The policy details of the norms and procedure for maintaining and utilizing physical, academic and support facilities approved by the Management are as follows:

- Framing of Action Plans based on the recommendations of various Committees of the College.
- Planning and Control mechanism for maintenance activities.
- Budgetary allotment for the repair and maintenance job.
- Allotment of manpower for maintenance and repair works.

Policies Procedure of the Maintenance Institute prepares the integrated budget for maintaining and utilizing the infrastructure facilities. Institute provides fund to the different committee for maintaining and repairing. The allocated funds are used by the college's monitoring committees such as Purchase committee, Repair and maintenance committee, Sports Committee, Library committee, Lab Maintenance Committee, etc.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.rajendraacademy.com/Default/Pages/Default.aspx
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

<p>5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</p>	<p>All of the above</p>																		
<table border="1"> <thead> <tr> <th data-bbox="86 656 550 712">File Description</th> <th data-bbox="550 656 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 712 550 779">Data as per Data Template</td> <td data-bbox="550 712 1471 779">View File</td> </tr> <tr> <td data-bbox="86 779 550 958">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="550 779 1471 958">View File</td> </tr> <tr> <td data-bbox="86 958 550 1104">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="550 958 1471 1104">View File</td> </tr> <tr> <td data-bbox="86 1104 550 1205">Photographs with date and caption for each initiative</td> <td data-bbox="550 1104 1471 1205">View File</td> </tr> <tr> <td data-bbox="86 1205 550 1272">Any other relevant information</td> <td data-bbox="550 1205 1471 1272">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File	Sample feedback sheets from the students participating in each of the initiative	View File	Photographs with date and caption for each initiative	View File	Any other relevant information	View File	<table border="1"> <thead> <tr> <th data-bbox="550 656 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="550 712 1471 779">View File</td> </tr> <tr> <td data-bbox="550 779 1471 958">View File</td> </tr> <tr> <td data-bbox="550 958 1471 1104">View File</td> </tr> <tr> <td data-bbox="550 1104 1471 1205">View File</td> </tr> <tr> <td data-bbox="550 1205 1471 1272">View File</td> </tr> </tbody> </table>	Documents	View File	View File	View File	View File	View File
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Any other relevant information	View File																		
Documents																			
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View File																			
<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	<p>Nine or more of the above</p>																		
<table border="1"> <thead> <tr> <th data-bbox="86 1619 550 1675">File Description</th> <th data-bbox="550 1619 1471 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1675 550 1742">Geo-tagged photographs</td> <td data-bbox="550 1675 1471 1742">View File</td> </tr> <tr> <td data-bbox="86 1742 550 1809">Any other relevant information</td> <td data-bbox="550 1742 1471 1809">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded	<table border="1"> <thead> <tr> <th data-bbox="550 1619 1471 1675">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="550 1675 1471 1742">View File</td> </tr> <tr> <td data-bbox="550 1742 1471 1809">No File Uploaded</td> </tr> </tbody> </table>	Documents	View File	No File Uploaded									
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Any other relevant information	No File Uploaded																		
Documents																			
View File																			
No File Uploaded																			
<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide</p>	<p>C. Any 2 of the above</p>																		

awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
02	190

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****03**

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

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**05**

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

5.3 - Student Participation and Activities

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

Students Council is the representative body of students. The Institute provides necessary support to the Students Council for organizing various activities and events. The council provides an opportunity to the students for strengthening their leadership skills through active participation in various curricular and co-curricular activities. The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link among the triad of students, faculty and college. Every year, based on the various activities, the College encourages students to take a vivid interest and share responsibilities in planning and execution of extra-curricular activities collaboratively. Main activities of Students Council are as follows. (1) Organizing of various cultural activities and sports events for students. (2) Participation in extension activities and awareness programme like Swachh Bharat, tree plantation, yoga, etc. (3) Maintenance of institutional discipline. (4) Providing suggestions to the core committee and Principal.

Student representatives are included in the following committees -

1. Alumni Association
2. Magazine Committee
3. Anti Sexual-Harassment Committee
4. Grievance Cell
5. Sports Committee
6. Cultural Committee.

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

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

09

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

5.4 - Alumni Engagement

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

Yes, the Institution has a registered Alumni Association. The Alumni Association has been registered under West Bengal Societies Registration Act, 1961. It is a confluence of all those who studied in the Institute and are well established in their respective fields. Alumni share their resources for significant and mutual benefit over time along with their nostalgic experiences within the Alma -mater. The main objectives of alumni association are as follows. 1. To promote and foster mutually beneficial activities between Alumni and the Institute. 2. To encourage the Alumni to take active role in the development of the Institute. 3. To support the placement activities for the students. 4. To mentor

the students for higher education and professional challenges. 5. To provide support for sports and co-curricular activities. 6. To encourage and guide the students for entrepreneurship. 7. To guide students on various professional avenues available and assist them through expert advice, seminars, lecture series etc. 8. To encourage and support the learners for sports, cultural and extracurricular activities. 9. To facilitate in environmental conservation, pollution prevention and social awareness. 10. To arrange blood donation, health awareness camps and other welfare activities in collaboration with the Institute.

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

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

Three/Four of the above

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

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

01

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

In the student mentoring system each student is given close personal and professional mentorship by the assigned mentor. The performance of each student is checked and monitored and recorded by the mentors. The remedial measure includes conducting remedial courses for slow learners. From the first semester, students are identified and categorized as slow learner, moderate learner and fast learners based on their academic performance and on communication skills. Career counseling, soft skill development, language lab support is given by expert faculties to make them industry ready. Yoga and meditation sessions, personal counseling, remedial coaching are few capacity enhancement and development schemes under which specialized grooming and mentoring is done by efficient faculty members of the institute.

Thus the academic calendar monitors the effective delivery of the program with academic and business inputs. In the academic committee meeting, feedback obtained from the faculty and the principal regarding the transaction of the curriculum would have been discussed. In order to strengthen the feedback analysis system, feedback sessions with the students by the principal and staff would have been conducted to know their problems and learning difficulties which are discussed in the academic committee meeting to take the step of improvement for the trainees.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

VISION

A group of disciplined and dedicated prospective teachers equipped with prerequisite knowledge, skill and professional attitude will be in place to carry on nation building activities who would be ready to perform with responsibility under all conditions at the school level so as to make a difference in the quality of education in the country as envisaged in the law of the land and National Policies on Education.

MISSION

- "Rajendra Academy for Teacher' Education"aspires to be a leading institution in the country offering quality teacher education to enlighten, emancipate and empower the trainee teacher fraternity and to foster lifelong learning.
- To produce cognitively enriched,effectively educated, professionally upright, socially committed and spiritually inspired teachers.
- To build on their knowledge and skill to perform with promise at the school point in accordance with the changing pedagogical paradigm.
- To develop a strong affinity towards the national values, promotecreativity and critical thinking among the prospective teachers to make a difference in school set up.
- To develop in trainee teacher, the skills and competencies necessary toplay a multi-faceted role of the teacher in the context of discovery and innovationin the field of education.
- To inculcate in the student-teachers a sense of duty, discipline, responsibility and service to the nation and society

- To develop an understanding of the principles of pedagogy and its application to curriculum in the classroom by using constructivist strategy and ICT Skills.
- To provide opportunities to become talented teacher.

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

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

Our institution follows the process of decentralization and participative management. The various functionaries to work towards decentralized and participative governance system are given below-

- The principal, the Departmental Heads along with all the staff members play significant roles in the decision-making system of the institution.
- College administration plays an important role in leading and supporting various policies, programmes and initiatives and ensures smooth functioning of the respective departments.
- Our well trained faculties are encouraged to develop leadership skills by being in charge of various academic, Co-curricular and extracurricular activities.
- Our coordinator looks after the internal and university examination activities.
- Cultural and Sports committee looks after the planning, execution and supervision of cultural and sports activities.
- Learning resources are managed by the Library Committee.
- The institution's student development cell strives to mould the qualities of students in to skills desired by ever changing and dynamic society.
- The teachers and students coordinate and cooperate with each-

others, share their opinions and participate various activities to be conducted by the institute.

- Our ICT cell monitors the use of ICT tools and other innovative ideas for the teaching learning experience.

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

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

Our institution completely maintains transparency in its financial, academic and other functions. The aims of the institution in this respect are -

- Our institution follows the academic calendar prepared by the university.
- The entire academic session is clearly planned by the Principal, Chairman and our senior faculties.
- The internal assessment system team evaluated answer sheets of the students and monitors their progress, performance and fairness in the evaluation.
- The regulation, syllabus, curriculum and other academic activities are uploaded on the college website.
- The institution always taking care of ethical and human values responsible for transparency.

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

6.2 - Strategy Development and Deployment

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

Strategic planning and deployment is based on the analysis of current challenges as well as future opportunities and envisages the

direction towards the institution should move to achieve its goals and objectives.

- Ensuring good governance.
- Ensuring holistic development and welfare.
- Developing leadership and participative management.
- Executing effective teaching learning process.
- Empowering faculties about emerging trends in their profession for academic advancement.
- Facilitating a friendly, efficient and good administrative setup.
- Ensuring a smooth day to day work, to maintain continuously good academic performance.
- Encouraging our teachers to participate in seminars and conferences, to undertake various research projects.
- Providing various courses which will help students in increasing their practical knowledge.
- Conducting need based meetings.
- Providing ICT based teaching learning programmes.
- Developing requisite competences among students of the institute and inculcating a value system among them.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.rajendraacademy.com/Site/Pages/res.aspx?Page=Shri%20Aurobindo%20Society%20Puduchery&Id=29042020125922
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Institutional administration is a collaborative effort of all stakeholders like - Principal, teaching staff and non-teaching staff for the holistic development of students. It is highly important that all aspects should be arranged and implemented for attaining the desired goal.

- Various committees are formed under the supervision of principal which includes advisory committee, general body, Magazine Committee, Grievance Committee, Sports Committee, etc.

- There are various cells for overall inspection and supervision of teaching staff, non-teaching staff and students.
- The Principal monitors the overall functioning of various cells and committees, etc.
- The Principals responsible for proper implementation of various plans and policies for betterment of the institution.
- In the beginning of the session, various academic and investigative committees are formed under the supervision of the Principal, where specific tasks are allotted to the members.

File Description	Documents
Link to organogram on the institutional website	http://www.rajendraacademy.com/Site/Pages/Default.aspx?Page=NAAC&Id=19082022014848
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Three/Four of the above

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

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

a) College Academic Committee: This committee is bound to decide various aspects like preparation and review of academic calendar,

class routine of different courses, observation of internal examination.

b) Anti Ragging Committee: This committee tries to reduce the scourge of ragging among students by providing proper guidance and counseling by experts. For its smooth functioning, a separate guidance and counseling cell has been established with qualified college teachers.

c) Examination Committee: This committee is an apex body of the educational institution, which is supervised by the principal and is also facilitated by three sections, i.e. examination, record and administration.

d) Students Placement Cell: In this educational institution, students are offered various job opportunities (mainly teaching related) in nearby private schools and colleges after completion of their respective academic course (i.e. B.Ed.).

e) Grievance Redressal Cell: This college has a Grievance Redressal Cell with qualified teaching staff, which is engaged to settle any type of grievance, raised by students, teaching staff and non-teaching staff by taking immediate actions.

f) Co-curricular Activities Committee: This committee is engaged in organizing various co-curricular activities such as - visit to nearest place of historical or geographical importance, organizing debates and quizzes for students, etc.

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

6.3 - Faculty Empowerment Strategies

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

For effective functioning of the institute the wellbeing of the staff is important. Our institute takes the following initiatives for its teaching and non-teaching staff.

- The teaching and non-teaching staffs are provided with the accommodation facility in the Hostel.
- Staff Provident Fund Facility (For Non-Teaching Staffs/Group-D staffs).
- Transport facility is also provided for teaching and non-teaching staff.
- Maternity Benefits are as per college norms and credentials.
- Computer labs, smart classes and internet facility.
- Availability of the auditorium and conference hall in the institute.
- A canteen in the college campus to provide food and snacks at reasonable prices.
- Library facility is provided for teaching and non-teaching staff.
- Faculty improvement programme is given at work which improves professional, mental and moral development of the employee.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

Nil

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

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

Nil

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

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

02

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

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

Our institution has a performance appraisal system for the assessment of teaching and non-teaching staff. The appraisal report is based on the overall performances of our employees on the basis of their academic performances, experience and extracurricular activities. The institution's objectives of assessment of teaching and non-teaching staff are to evaluate the performance as well as to identify the potentiality for improvement that can lead to further progress and development. Our performance appraisal has some basic principles.

- Builds a competitive environment - providing enough opportunity to the employees.
- Improvement in mental and moral health, employees are given various scopes at work.
- To provide adequate feedback to each employee on his/her performance.
- Our employees are getting various social benefits which are advantageous to the institute. The social benefits enhance the productivity and work efficiency of the employee.
- Overall our performance appraisal system increases the standard of living of the employees.

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

6.4 - Financial Management and Resource Mobilization

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

The institution has established a mechanism for conducting internal and external audits on the financial transaction every year to ensure financial matters. The finance committee thoroughly verifies the income and expenditure details and the financial report of audit are submitted to the management of the institution through Principal. Internal Audit is monitored through Accounts Department. External Audit is conducted every year through External Institution/ University by chartered accountant. It is to be noted that the college expenses monitored by the accounts department as per the budget allocated by the management. College budget includes salary, electricity, internet charges, maintenance cost, lab equipment, purchase furniture and other development expenses.

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

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

NIL

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

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

Rajendra Academy for Teachers' Education is a self-financed institution, where the funds are generated through the fees paid by the students. The institution has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development. Institutional budget is prepared by Accounts Department every year taking into consideration the expenditure details. As and when urgent requirements arise it is given after sanctioned revived after accounts office.

All the major financial transactions are analyzed and verified under following sections: Research and Development, Library books and journals, Stationary, Repair and maintenance, Printing and stationary, Furniture and fixtures, Software and internet charges, Equipment and consumables

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

6.5 - Internal Quality Assurance System

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

During the pandemic situation, the institution had implemented some strategies for the qualitative improvement of the college. Though the institution had initially planned to adopt more or less 35 measures to take, but only 14 programmes had been implemented due to some obstacles. The strategies, which were finally implemented were - COVID Awareness Programme, International Webinar On Impact Of COVID - 19 On Teaching - Learning Process- Challenges And Solutions, Seven Days Online Faculty Development Programme, Curriculum Planning And Adaptation, Poster Making Competition On 'Beti Bahao, Beti Padhao', Swachh Brarat Abhiyan, Netaji Jayanti, Republic Day Celebration, etc. All the programmes were conducted on line mode as well as offline mode with a particular schedule. Almost 60-70 percentage staff and students gad participated in the programmes.

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

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

The institution had adopted a general learning-teaching measure (online) for the betterment of students during the pandemic situation. The class routine were sent via what's app group to both professors and students from the respective HODs. Normally six classes were taken in a day along with TET/NET/SET class (On Saturday). The online learning-teaching method was as follows - a) Preparation of class routine b) Keeping attendance of students by saving screen sorts c) Taking online class d) Feedback from students were taken by Google Forms.

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

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

07

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	http://www.rajendraacademy.com/Site/Pages/Default.aspx?Page=IQAC%20Minutes&Id=25042020012243
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.rajendraacademy.com/Site/Pages/Default.aspx?Page=NAAC-AQAR&Id=25042020011946
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Nil

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Alternative Energy Sources of Rajendra Academy for Teachers' Education is made for proper Implementation and efficient utilization of renewable energy sources in such a systematic way so as to minimize its impact on the environment. An alternative Energy source offers the Opportunities for student's community to engage in initiatives for contributing to environmental protection.

- The college management has taken following measure for conserving the energy: -

Use of LED bulbs / Power Efficient Equipment - LED bulbs are filled with required energy and can use up to 90% less power when compared to incandescent light bulbs. They are highly efficient. LED bulbs are used in various places in the college for achieving proper lightings. The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage with the same luminous level in street lights and other possible areas of the campus. Energy star certified products are installed in air conditioners, refrigerators, ceiling fans and others in the campus.

- College is very much aware that energy saved is energy generated. Therefore, energy conservation is being treated as priority. Students have been made aware by energy club about switching off the

lights and fans while coming out of the classrooms and laboratories.

Due to the use of modern energy sources, the electric bill has decreased by about 15% from before and we are also able to save energy.

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

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Solid Waste Management: The most important reason for collection and safe disposal of waste is to protect the environment. In our institution the organic waste are put in garbage. Paper waste is also kept in different garbage. Non bio-degradable garbage is collected every day and it was properly disposed. The cleaning staffs are provided with two types of dustbins. Yellow dustbin is used for non-biodegradable and Blue dustbin is used for bio-degradable waste. Canteen, campus is plastic free and paper cup and paper plate is used for snacks and meals.

Around 50-60% of internal communications are digitalized through e-mail, internet, facebook and whatsapp to reduce paper consumption.

Liquid Waste Management: Liquid waste is sent through proper drainage and sewage systems.

E-waste Management: E-waste from labs is properly collected, donated if possible and reused wherever applicable. Non-working computers, printers, monitors are disposed on a systematic basis. Some parts useful for other system are kept aside for future use.

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

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

Two of the above

Sewage Treatment Plant	
File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	Two of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	
<p>By enforcing the Prime Minister's "Swachh Bharat Mission", Rajendra Academy for Teachers' Education is always committed to maintaining a clean college environment setting a good example to students, teachers & all 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. Cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.</p>	

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded
7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	All of the above
File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File
7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)	
NIL	
File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File
7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words	

We believe in engaging the community and involving those we serve in finding solutions to eliminate hunger and food insecurity. The main purpose of education is to improve the society. Our college is moving forward with this objective. At the time of the pandemic, free food supply camps organized in the area adjacent to the college from our college. Many people benefit from it. We also regularly distributed rice, milk and other uncooked staple foods to remote area people. Everyone in our college tries their best to join in this great work. This work was made possible by the joint efforts of all. We try to stand by the side of our neighbourhood through this project in difficult times.

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

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

A. All of the above

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

7.2 - Best Practices

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

1. Title of the Practice

WOMEN EMPOWERMENT THROUGH HOLISTIC EDUCATION

2. Title of the Practice

AMBULANCE SERVICE FOR THE STUDENTS AND LOCAL PEOPLE

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

7.3 - Institutional Distinctiveness

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

Rajendranath Education and Welfare Trust is a trusted name in the society. This trust has been conducting its business with a very good reputation for a long time. Under this trust Rajendra Academy

for Teachers' Education Institution was formed in 2009, where M.Ed., B.Ed, D.El.Ed course are conducted as a composite unit. As a well-established teacher education institution, the academic future of a large number of students is formed here every year. In terms of quality Rajendra Academy for Teachers' Education is very different from other teacher education institution because it gives equal importance to the class environment as well as the external environment.

Every parent's primary demand is the in campus safety of their children, so security is given prime by RATE. At RATE there is strict security at the gate. No outsiders are allowed without proper identity/purpose. Fire fighting measures are in place and exit paths are kept unencumbered.

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