



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TEACHERS' TRAINING COLLEGE, BHAGALPUR

**PLOT NO. D-9,10 AND N.S. PLOT LARGE INDUSTRIAL ESTATE BARARI
812003**

www.ttcb.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Teachers Training College, Bhagalpur, is a premier institution situated in the industrial area of Barari, on the banks of the holy river Ganga. Established with the vision of imparting high-quality teacher education, the college aims to produce competent and dedicated teachers who can shape the future of education in India.

Located in the historic city of Bhagalpur, the college draws inspiration from the city's rich cultural heritage and the sacred river Ganga, symbolizing wisdom, purity, and enlightenment. The college's strategic location enables it to cater to the needs of aspiring teachers from the region and beyond.

The Teachers Training College, Bhagalpur, offers a range of programs, including Bachelor of Education (B.Ed.) and Diploma in Education (D.El.Ed.), designed to equip students with the latest teaching methodologies, technologies, and skills. The college boasts state-of-the-art infrastructure, including modern classrooms, libraries, laboratories, and amenities, creating a conducive learning environment.

The faculty comprises experienced and qualified professionals committed to mentoring and guiding students. The college emphasizes practical training, community engagement, and research, ensuring that students are well-prepared to face the challenges of the teaching profession.

By introducing the Teachers Training College, Bhagalpur, the management aims to contribute to the growth and development of education in the region, producing teachers who are dedicated, innovative, and passionate about shaping young minds. The college is poised to become a beacon of excellence in teacher education, illuminating the path to a brighter future for generations to come.

Vision

The aim of Teachers' Training College, Bhagalpur is to provide quality education and training to the students of our country so that the students can become self-reliant and work for the welfare of their family, country and the world.

Several elements of the colleges' vision are as follows:

1. Cutting-edge Curriculum: The college embraces a curriculum that integrates the latest research in education theory and practice. It focuses on innovative teaching methods, digital literacy, and inclusive education strategies.

2. Technology Integration: Each classroom is equipped with state-of-the-art technology to facilitate interactive learning experiences. Virtual reality, augmented reality, and online platforms are utilized to enhance teaching effectiveness and student engagement.

3. Professional Development: Continuous professional development is ingrained in the college culture. Regular workshops, seminars, and conferences are conducted to keep educators abreast of new pedagogical approaches and technological advancements.

4. Community Engagement: The college serves as a hub for community engagement, fostering partnerships with local schools, NGOs, and government agencies.

5. Research Hub: It cultivates a research-centric environment where faculty and students collaborate on impactful research projects.

6. Global Perspective: The college promotes a global perspective by encouraging international collaborations, exchange programs, and cultural diversity among its faculty and students.

7. Facilities and Environment: The college campus is designed to inspire learning and creativity, with modern amenities such as libraries, laboratories, and recreational spaces. Green initiatives and sustainability practices are integrated into campus operations.

8. Student-Centered Approach: The college prioritizes student well-being and personalized learning experiences. Support services such as counseling, career guidance, and mentoring are readily available to nurture holistic development.

9. Leadership in Education Reform: The college plays a pivotal role in advocating for educational reforms at local, regional, and national levels.

10. Alumni Impact: Graduates of the college emerge as transformative educators, equipped with the skills and knowledge to make a significant impact in classrooms, communities, and beyond.

In essence, the vision of Teachers' Training College, Bhagalpur, is to serve as a beacon of educational excellence, innovation, and leadership, preparing educators who are empowered to shape the future of education in India and beyond.

Mission

The mission of Teachers Training College, Bhagalpur, is to empower aspiring teachers with the knowledge, skills, and values necessary to excel in the teaching profession. Our mission is to:

- Foster a community of learners who are committed to excellence, inclusivity, and social responsibility.
 - Develop teachers who are adaptable, innovative, and responsive to the needs of diverse learners.
 - Provide high-quality teacher education programs that emphasize academic rigor, practical training, and critical thinking.
 - Cultivate a culture of continuous learning, professional development, and collaboration.
 - Prepare teachers to leverage technology, research, and community engagement to enhance teaching and learning.
 - Emphasize the development of emotional intelligence, empathy, and well-being in teachers.
 - Foster partnerships with schools, communities, and industries to enhance teacher preparation and practice.
 - Address the needs of marginalized and underprivileged groups through inclusive and equitable education.
 - Develop teachers who can address the challenges of the 21st century, including sustainability, social justice, and global citizenship.

By achieving this mission, Teachers Training College, Bhagalpur, aims to:

- Produce teachers who are agents of positive change and social transformation.
- Contribute to the growth and development of education in the region.
- Enhance the reputation of the college as a premier institution for teacher education.
- Foster a network of alumni who are leaders, innovators, and champions of education.

By living our mission, we aim to make a meaningful impact on the lives of students, teachers, and communities, and to shape the future of education in India.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Located in the city, 1 K.M. from zeromile, 2 K.M. from airport, 4 K.M. from Sabour Railway Station and 7 K.M. from Bhagalpur Railway Station thus it is easily accessible by the students of rural and urban area.
2. Located at the industrial area in Barari, on the banks of the holy river Ganga the college's strategic location provides a unique blend of industrial and spiritual environments.
3. State of the art infrastructure
4. A rich and digital library through e-granthalaya updated regularly with latest books and journals.
5. Modern I.T. laboratories and language lab.
6. Eager and responsive mindset of the students in attaining professional guidance.
7. Amiable and beneficent approach of the administration, faculty members and the non-teaching staff towards student.
8. Diverse and inclusive learning environment.
9. Green, eco-friendly and peaceful campus having a perfect ambience for learning and research.
10. Several MOUs signed with other professional colleges, school and art & music institute.
11. Student support services such as post matric, SC/ST, OBC and Minority Communities for scholarships provided by Gov. of Bihar.
12. The college has an alumni association and placement cell for its students.
13. Annual structured feedback is obtained from stakeholders about the institution.
14. Emphasis on value education system through morning assembly and celebration of important National and International Day.
15. 7 days regular NSS camp is annual feature of the college.

These strengths enable the college to provide high quality teacher education, foster academic excellence and prepare teachers who are equipped to meet the challenges of the 21st century.

Institutional Weakness

1. Outdated curriculum and pedagogy.
2. Limited resources and infrastructure.
3. Less scope for lateral expansion of college campus due to scarcity of Land in city Area.
4. Lack of Govt./other Fund
5. Bank Branch/ATM are not available in our college due to which faculty as well as students are not able

to withdraw cash (Money) ; when needed.

6. In Sick/Dispensary room full time specialized Doctor is not available.
7. Creches are not available in our college, for small children whose parents are working.
8. Hostel accommodation for student is not available in the college campus.

These weaknesses can impact the quality of teacher education, student learning outcomes and the college's reputation and credibility. Addressing these weaknesses is essential to improve the institution's overall performance and prepare effective teachers for the education sector.

Institutional Opportunity

1. To add new courses, market-oriented courses like IELTS, life skill development programmes.
2. Developing more linkage with reputed public schools.
3. Partnerships with educational technology companies for innovative teaching methods.
4. Professional development opportunities for faculty and staff.
5. Community engagement and outreach programs.
6. Development of online and distance learning programs.
7. Building strong relationships with alumni and industry professionals for mentorship and job placement.

These opportunities enable the college to innovate, expand and improve teacher education, enhance its reputation and contribute to the betterment of the education sector.

Institutional Challenge

1. Unemployment/Under-employment among trained graduates.
2. Limited resources and funding
3. Motivating faculty for research by getting research grant from various funding agencies.
4. Outdated curriculum and pedagogy.
5. Limited autonomy and decision-making power.
6. Meeting the demands of a rapidly changing education landscape.

These challenges can impact the college's ability to provide high quality teacher education. Addressing these challenges is crucial to ensuring the college's relevance, reputation and contribution to the education sector.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This College is affiliated to Tilka Manjhi Bhagalpur University. It's curriculum for B.Ed. courses is prepared by the University. There are two phases of curriculum development – one is to effectively implement the curriculum prepared by the University; and second, on the basis of the interest of the students and availability of professors at the college level, the Academic Council takes action after discussing with its stake holders. It improves and revises the curriculum development through feedback. Apart from compulsory, optional and Pedagogical subjects, it also considers the development of value-added and self-study courses. College itself prepares academic calendar, time-table, prospectus, formation of various committees, various types of

programmes, extra-curricular activities. College also prepares regular programmes for development of linguistic competence among the trainees, ICT development, creation of world-class teachers and social welfare.

Academic Flexibility

The trainees are given the facility to choose the pedagogical subject of their choice. The trainees are also told to choose one of the optional subjects mentioned in the syllabus as per their choice. The college invited trainees to study various subjects of value-added and self-study courses.

Curriculum Enrichment

The curriculum of B.Ed. of the University incorporates world-class syllabus, so that the trainees can acquire mastery in knowledge, skills and value based education. The school and class supervision of the trainees will establish them as complete teachers through the plan of learning-teaching in the class.

Emotional intelligence, critical thinking, Negotiation and Communication skills, collaboration with other have been given a place in the curriculum. In the college seminars, extension lectures are organised, periodic examination are conducted.

The trainees are given information about the 'Indian Certificate of School Examination (I.C.S.E.), State Secondary School Examination Board (S.S.S.B.) and Central Board of Secondary Education (CBSE).

Feedback on curriculum

In this regards, the feedback format is taken from the regular Trainees, Principal of the college, Employers, Teachers, Principal of the Practicing Teaching -School and Alumni of this college and their complaints, advice and ideas are taken. The feedback is analysed and action is taken accordingly.

Teaching-learning and Evaluation

Admission process in B.Ed. course is done through state level Combined Entrance Test (CET) and online counselling through a Nodal University. The reservation policy of the state is followed during the admission. Admission process is done for 200 seats. Introduction and Induction programme is organised at the beginning of the session in which the newly enrolled students introduce themselves tell about their qualification and hobby. In this programme the senior teacher gives the guidelines of the B.Ed. curriculum. Students are made aware of the general rules of the college including dress code and code of conduct.

The diversity of the trainees is respected, Multilingualism is given priority in the expression of ideas, teaching-learning and evaluation. Books related to pedagogy of authorized writers are made available in the library for development of knowledge, skills and value of the trainees. Trainees use to 'Reading room' daily for in-depth study and research. Apart from this, Facilities like ICT lab, curriculum (Science) lab, a furnished room for Music and Art etc. are provided.

In the college, the focus is mainly on the teaching-learning of the trainees. In this context, special programme are run on learning objectives (PLO's and CLO's), effective teaching methods, innovative pedagogical approaches, faculty development and student support so that, it can be of UGC, NCTE and global level.

Apart from this, by expanding the learning of the trainees, the trainees are involved in the learning process. They are engaged in debates on various topics, deep knowledge on a particular issue by asking question, keeping them busy in understanding their syllabus, assignments, project writing etc. All the trainees work together on some special projects, share their ideas and learn from each other. The teacher improve and enhances the learning process by taking feedback from the trainees. Trainees are taught to be critical of their learning and given the option to choose their own goals.

The progress of trainees is reviewed through continuous and comprehensive evaluation. Assessment and evaluation is done for outcome based evaluation and quality assurance and improvement.

Infrastructure and Learning Resources

The college has its own building. The building has been constructed as per the norms of NCTE. There are enough large and well-equipped rooms for teaching learning. Each class-room is airy and has seating capacity from 50 to 100 students. The class-rooms have been made attractive with electricity, fans, wi-fi and projectors.

Apart from this, relatively small well-equipped class rooms have been built for pedagogical and Remedial Education. Computers lab, Language lab and Science practical room, Music, Art Craft room have also been built. For the convenience of students, a huge multipurpose hall has been built for seminars and various cultural activities including enquiry, sick, guest rooms. Separate common rooms have been built for male and female trainees along with administrative room, office, examination control room, library. There is a spacious IQAC rooms for professors and scholars to sit and discuss. Separate toilets and bath-rooms have been built for male and female on each floor. Canteen and Vehicle parking have also been made. Arrangements have also been made for movement of students and teachers between different floors by lift.

The salary of teachers and non-teaching employees is paid from the fees received from the trainees. Expenses are made from this for building construction, repairs, electricity, water, land taxes and other items.

Undoubtedly the library has an important role in the development of knowledge, skills and values. The library has been connected to web-link so that books can be issued and returned by ILMS (e-granthalaya).

All library in house work are done by ILMS software (e-granthalaya).

Minutes recommendations and reports regarding education, National Education Policy, Books, Magazines and Journals related to history of education are kept so that the basis of knowledge, research etc. related to 'General teacher education', "Special Education" and Physical Education can be found.

In ICT lab has been arranged in a large well-furnished room in the college for the trainees and teachers which has been connected to wi-fi. There are enough computers for the trainees studying in lab. The college also has a Studio for teaching the students so that they can study and learn online.

Student Support and Progression

After enrolling in the first year of B.Ed., the new trainees are participated in the Introduction and Induction programme. In this programme, they are introduced about the B.Ed. curriculum dress code, code of conduct, prayer etc. Information is collected about their interest, hobby, their family and social background so that the Academic council can be consider and act on the appropriate teaching-learning and skills for them.

In this college multilingualism is encouraged. The students can study and give the answer of the question in Hindi or English. Theoretical and practical subjects are taught and various skills are demonstrated in the class and labs. One period for library, music, sports, language learning has been made in a week. Three days for computer (ICT) classes have been organised in a week.

For the convenience and comfort of the trainees, shaded parking spaces for cars, motor-bikes, scooters and bicycles have been provided. Separate suitable common room for male and female trainees have been provided for lunch and refreshment. Sick room is available in case of sudden illness of trainees.

Separate toilets for male and female trainees have been arranged on each floor. Bus for transportation, pure drinking water, book bank and entertainment from time to time has been arranged.

Committee have been formed to deal with various issues and grievances, especially sexual harassment and ragging. The matter is taken on top priority and solved within time.

The students who passed out B.Ed. from this college have worked as teachers in various governments, non-governments and private schools.

Some B.Ed. pass students are still pursuing higher education, e.g- M.A., Ph.D. Every year a large number of students of this college are making their future bright by passing NET/Bihar TET, and CTET.

The students studying in B.Ed. have been participating in national festivals, birth anniversaries of historical personalities and various social-cultural activities. They enthusiastically participate in various activities and extra-curricular programmes organised by the college.

The Alumni Association was formed in the college on 12th January 2017. They have played an important role in academic activities of the college.

Governance, Leadership and Management

We get a glimpse of the vision and Mission of the college in the activities of the influential administrative leadership and its governance. The Vision of the college is to serve as a Pharos of education excellence, innovation, leadership, preparing educators who empowered to shape the future off education in India and abroad. And the Mission of the college is to empower aspiring teachers with the knowledge, skills and Values necessary to excel in the teaching profession.

The officers/ office-bearers and members of the college managing committee are very sensitive, progressive and democratic. They do not interfere unnecessarily in the work-related matters of the teachers and non-teaching staff. Thus, their views, opinions and suggestion have been important and taken into consideration while planning educational programmes, solving problems and strategies of the college.

The managing committee has provides technical support for ICT education, Computers with wi-fi, Projectors in general classrooms and other technical support. Apart from this micro-teaching, seminars, webinars have also been organised. Teachers are given freedom to choose the pedagogical theory, teaching-methods and skills which is suitable to their students.

For the functioning of the college Various types of committees and cells have been formed is which 'Academic Council', 'N.S.S.', 'Grievances and redressal', 'Sexual harassment and anti -ragging', 'S.T/S.C./OBC/Minority', and IQAC cell are prominent whose – activities are satisfactory and encouraging. IQAC has been working to improve and promote to administrative academic and other activities of the college.

The source of income generated is through fees & other charges collected from the trainees of B.Ed. and D.El.Ed. Programmes. The salaries of the teachers and non-teaching staff and other expenses are paid from this income.

The managing committee is carrying out welfare activities through financial, academic and personal assistance. The management has provided technical (IT) facilities to the students, administrators, office, alumni and parents through which they have been communicating.

The college has been getting the internal and external financial audit done regularly from authorized C.A., which is transparent.

The leadership skills of the trainees who go to school for supervision and Teaching Practice are also developed

Institutional Values and Best Practices

The College has had a systematic policy regarding energy conservation since its inception. We are able to provide a carbon-free environment on our campus.

The institution's waste management cell resolves to use maximum sustainable waste management practices in the delivery of its services. Solid waste generated on the campus is demarcated into dry waste and wet waste. The bulk of the solid waste generated is dry waste.

To achieve environmental responsibility, the college implements a system with designated bins, clear signage, and composting initiatives for organic waste.

TTCB uses harvested rainwater to grow various trees and plants, maintaining a green and healthy garden with a lawn and other beautiful flowers. Our campus has an underground tank with a capacity of 50,000 liters for rainwater harvesting.

The institution is committed to maintaining cleanliness, sanitation, green cover, and providing a pollution-free

healthy environment. The campus is kept clean by efficient contingency staff, and the air conditioners are annually serviced for efficient performance.

The institution provides an uninterrupted water supply in all washrooms, cleans, and disinfects them regularly.

The college is surrounded by beautifully landscaped gardens and has 42 trees and 208 plants.

The institution's energy policy document recommends encouraging the use of bicycles, creating pedestrian-friendly roads, developing a plastic-free campus, moving towards a paperless office, and green landscaping.

The institution is always sensitive and empathetic towards social, environmental, and community problems and puts forth efforts to solve them by organizing various activities.

The institution has a prescribed Code of Conduct for students, teachers, administrators, and other staff.

TTCB organizes seminars to help faculty members understand the new curriculum framework, pedagogy, and assessment practices.

The college has taken strategic decisions to provide infrastructural learning resources in such a way that female learners are most attracted and participate spontaneously in the learning process.

TTCB provides quality education to students and aims to provide holistic education to prospective teachers, enhance skills, and bring peace and harmony. By demonstrating a commitment to safety and security, the college shows its efforts towards building a responsible, sustainable, and secure learning environment.

Research and Outreach Activities

The college is not receiving financial assistance (Grant) from the centre or state government or any other Autonomous body for research projects. The college is carrying out the financial and non-financial functions from its own resource. But, the teachers who are doing research works or want to do it are provided all kinds of non-financial facilities and support.

Lecturers are motivated and encouraged to publish research article in educational Journals.

The lecturers have been participating in seminars, conferences workshop organised in the college and other institutions either offline or online and also present their research papers.

During the internship of the trainees, various type of teaching method are adopted in the school in which brain storming method is also used. Students and teachers are able to bring out new ideas, problem solving and critical thinking etc.

Community welfare programme is compulsory for trainees. N.S.S. students do excellent works in health and voter awareness and other social activities among the people of the neighbourhood. The trainees are coming to participate in many national programs like Swachh Bharat, AIDS awareness, Gender sensitivity, Yoga etc.

The college has executed MOUs with other colleges and schools. Our B.Ed. and D.El.Ed. students go for internship to various government and non-government schools for supervision and teaching. Many school and

college teachers and students come to our college to supervise teaching and learning.

Sufficient facilities have been arranged for the trainees for teaching-learning which includes well-equipped airy class-rooms, laboratories, playground, gyms, outdoor and indoor games and sports so that all round development of the trainees is possible. Apart from this ICT-lab, Language lab, Smart class-room, Studio for online teaching are also provided

Library, Reading-room and issue-return of books by trainees and teachers have linked with modern technology. The presence of trainees and teachers in the library has been encouraging. Textbooks, reference books, Research related journals and books are also purchased for college library.

The managing committee assess and evaluates the service of the teachers on the basis of their attendance, performance in class, various types of educational activities, research work and feedback received from trainees.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TEACHERS' TRAINING COLLEGE, BHAGALPUR
Address	PLOT NO. D-9,10 AND N.S. PLOT LARGE INDUSTRIAL ESTATE BARARI
City	Bhagalpur
State	Bihar
Pin	812003
Website	www.ttc.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Amit Kumar Das	0641-2610363	9304140388	-	TTCB512@GMAIL.COM
IQAC / CIQA coordinator	Haribansh Prasad Singh	0641-	9431001733	-	ttcb512@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Bihar	T.M. University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	08-09-2020	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	17-05-2012	2099	Permanent Recognition from NCTE

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PLOT NO. D-9,10 AND N.S. PLOT LARGE INDUSTRIAL ESTATE BARARI	Urban	1.195	7116.83

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduation	English,Hindi	200	200

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				31			
Recruited	0	0	0	0	0	0	0	0	17	13	0	30
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	12	0	0	12
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	6	3	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	10	0	21
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	77	1	0	0	78
	Female	121	1	0	0	122
	Others	0	0	0	0	0
Diploma	Male	45	0	0	0	45
	Female	55	0	0	0	55
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	4	8	6	3	
	Female	4	1	0	2	
	Others	0	0	0	0	
ST	Male	0	2	1	4	
	Female	1	2	0	0	
	Others	0	0	0	0	
OBC	Male	49	73	54	70	
	Female	76	41	64	42	
	Others	0	0	0	0	
General	Male	25	31	29	40	
	Female	41	42	46	39	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		200	200	200	200	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institution is moving towards implementing the National Education Policy 2020 (NEP 2020) in view of several developmental changes suggested in the NEP the following initiatives are taken with regard to Multidisciplinary/Interdisciplinary approach.</p> <p>Interdisciplinary means a institution involving in different programme within a discipline. In this regard Diploma in Elementary Education (D.El.Ed) was started in the year 2016 which is a two year professional programme of teacher education recognised by NCTE. Multidisciplinary institution means a institution involving in several different subject of study/combining or involving more than one discipline. Our institution has planned to start many courses of graduate and post graduate level in liberal arts, humanities and science. In this connection our institution is going to start B.Sc. (Yogic Science) with the affiliation from Central Sanskrit University, Delhi. B.Sc. (Yogic Science) is a Bachelor of Science degree in Yoga that focusses on the scientific study and application of yoga principles, practises and techniques. In addition to this course, we are also starting many Diploma & Certificate courses with the affiliation of Central Sanskrit University, Delhi for implementation of the vision NEP 2020. We are also in the process of recognition of Integrated Teacher Education Programme (ITEP) from NCTE. ITEP is a comprehensive teacher education programme launched by NCTE as per NEP 2020. It is a four year undergraduate programme (B.A B.Ed; B.Sc. B.Ed. , B.Com., B.Ed.) providing student teachers disciplinary knowledge along with the professional knowledge in an integrated manner. For smooth operation of all above new courses a new building of 40,000 (Forty thousand) Sq. Ft with all modern facilities including lift is constructed. The new building is ready with all furniture & fixture for academic use.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credit (ABC) is a digital repository that stores and transfers academic credit earned by students. It allows students to accumulate and transfer credits across institution promoting flexibility and mobility. ABC aims to facilitate seamless credit transfer, reducing academic loss and promoting lifelong learning. We had applied for registration in NAD/ABC portal through Digi lockers</p>

	<p>NAD platform. But NAD/ABC state co-ordinator Mr. Arun Kumar, Mob. No.-9999059612 rejected our request saying “Affiliated non autonomous college/institutes that have not issued any academic awards to their students directly need not to be required to register themselves on NAD/ABC as of now. The academic awards data of these college will be uploaded through their affiliated university/educational body”.</p>
<p>3. Skill development:</p>	<p>Institutional preparedness for NEP focuses on Skill Development as research suggests that despite being trained for years, it is getting difficult for students to find a secure position in the job market because of lack of professional skill. There-fore we are going to launch a series of short-term courses in diploma and certificate in various field under the affiliation of Central Sanskrit University, Delhi. The principal aim is to cater the needs of economically under privileged or academically challenged individuals. The list of short-term courses that our institutions is all set to launch are: 1. Diploma in Digital Marketing 2. Skill Development programme in computer application 3. Web page development 4. Soft skills and personality development It is well said “Huge opportunities are around, if your skill are sound. Give your skills a development, to gate the right employment. Degrees and Diplomas are there, but skill are mandatory everywhere”.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Integration of Indian knowledge system emphasizes teaching in Indian languages and integrating indigenous culture. We have rich computer and language lab through which we sensitize and motivate student teacher to associate with some important following online platform: i. e-PG Pathshala :- It is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) ii. Swayam Prabha: - Free 34 DTH channels that world-wide telecast high quality educational programme on 24*7 basis. iii. D.D PM e-Vidya: - Indian government online platform for courses on Indian language, culture and history. iv. IGNOU: - Indira Gandhi National Open University’s online platform for courses on Indian languages, culture and history. v. Sanskrit University: - Online courses on Sanskrit language and literature. vi. NPTEL: - Indian Institute of Technology’s online platform for courses on Indian language, culture and history. vii.</p>

	<p>Duolingo:- Courses for online in Hindi, Tamil, Telgu, Kannada, Marathi, Gujrati, Punjabi, Bengali. viii.</p> <p>Coursera:- Online platform for knowledge of Hindi, Sanskrit, Indian culture, Indian philosophy ix. edx:- Online platform for knowledge of Hindi, Indian culture, Indian history. There are some other important courses and resources that focus on Indian culture and language:- i. 'Introduction to Indian culture' by University of Pennsylvania on coursera. ii. 'Indian language and culture' by University of California Berkeley on edx. iii. 'Hindi Language and culture' by University of Michigan on coursera. iv. 'Sanskrit language and culture' by University of Cambridge on FutureLearn. v. 'Indian philosophy and culture' by University of Oxford on iTunesU vi. 'Bharatnatyam and Indian culture' by Natya Institute on youtube vii. 'Indian Music and culture' by ITC sangeet research academy on youtube viii. 'Yoga and Indian culture' by yoga International on youtube ix. 'Indian history and culture' by Met Museum on youtube. These online courses and resources can be used to teach Indian language and culture to students and can be especially helpful for those who don't have access to traditional classroom instruction.</p>
5. Focus on Outcome based education (OBE):	<p>Teachers' Training College, Bhagalpur is dedicated to the preparation of two year B.Ed and D.El.Ed Courses to create credible teachers based on the process prescribed by Outcome Based Education [OBE] in the light of NEP-2020. Implementation Strategy of OBE Since OBE focusses on trainees competency, it concentrates on the outcomes or goals instead of just marks or scores. On completion of the course, the trainees are endowed with specific knowledge, skills and attitudes to a certain extent. In this system the role of the teacher is as a facilitator and mentor. There are five Steps in this process, e.g.- Assessment of Curriculum and needs, Defining outcomes, Collaboration and Implementation, Defining the role of assessments, result and measuring success card, Feedback and Continuous evaluation. The course outcomes are attained through Project work, Assignment, Field work, Discussion, Lectures, Educational tours, Quiz, logbook, Site visits, Demonstration Presentation, Practical and Debates. Method of assessment of learning outcomes Continuous Internal assessment, Academic year end examination, Laboratory and Project work, Alumni</p>

	and Employer Survey, course expert advice, Programme assessment and quality improvement committee, Faculty meetings, Academic Council meeting and IQAC meeting. The direct assessment of trainees have done through interim assessment by conducting continuous internal Examination and academic year end Examination. Tools of Direct assessment are class test, Internal assessment, Assignments, Practical examination, Presentations and final examination.
6. Distance education/online education:	Our institution is already prepared for this especially during Covid-19 Pandemic situation and teaching learning process through different online modes like zoom app, google classroom, WhatsApp etc. Wi-Fi enabled campus, LED projectors installed in classroom, a studio for recording video lecture and each faculty with laptop is our digital strength. The faculty members also prepared themselves by getting trained for using various Moocs and other online platform for online teaching learning through FDP.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) has been set up in the institution in 2018 and is functioning along with National Service Scheme (NSS). Principal is the Chairperson of the Club with NSS Program Officer as the Faculty Coordinator. Two students are also appointed as student coordinators. 50 students are members in it. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The ELC has both faculty coordinator and student coordinators. appointed by the Head of the Institution. The ELC is functioning with the following Objectives. • To create awareness and interest among faculties and students through awareness activities and camps. • To educate the targeted populations about voter registration, electoral process and related matters. • To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. • To help the target audience understand the value of their vote to ensure

	<p>that they exercise their suffrage right in a confident, comfortable and ethical manner. • To facilitate voter registration for its eligible members who are not yet registered. • To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind' • ELCs are representative in character as its members are chosen across different years/semesters/ genders.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following are the initiatives undertaken by the ELC of the institution. 1. Right to Vote - Pledge 2.Right to Vote - Awareness in the institution and in nearby villages 3.Right to Vote - Drawing Competition to School students 4.Right to Vote Poster Competition to College students 5. Special Camp for Voters inclusion and correction 6.Special Camp for EVM and integrity of the electoral process 7. Participation in Parliamentary Election Duty 8. Promotion of Ethical Voting 9. Promotion of Voting among Senior Citizens</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institution has arranged facilities in the premises to conduct training programs to the School Teachers by the District Election Officer. Every year the electoral literacy club organizes various programs like debates to celebrate Indian constitutional Day. This program also aims to make students aware of the sanctity of the preamble of the Indian constitution.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge. The ELC conducts year-wise camps for the same.</p>

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
394	408	408	393	389
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
200	200	200	200	200
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	1	1
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
194	205	203	193	189
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
188	201	197	187	188
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
200	200	200	200	200
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2023-24	2022-23	2021-22	2020-21	2019-20
30	30	29	30	30
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	31	31	31	31
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution**3.1****Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

2023-24	2022-23	2021-22	2020-21	2019-20
266.8618	242.747961	299.25133	98.4022708	59.353554
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2**Number of Computers in the institution for academic purposes..****Response: 66**

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Teachers' Training College, Bhagalpur is a premier institution in the state of Bihar, India, offering comprehensive teacher training programmes in B.Ed. & D.El. Ed. Course. Both the courses are permanently recognised by NCTE & Affiliated to Tilka Manjhi Bhagalpur University & Bihar School Examination Board respectively. The curriculum of B.Ed. is developed & revised at the university level. The college has mechanism for effective, documented curriculum delivery. During delivery at the local level optional & pedagogical subjects are keeping in mind

Before the beginning of the new session, the Principal of the College constitutes the Academic Council. In a meeting of the Academic Council, the following agenda are discussed under the Curriculum development plan and accountability is given to the Concerned officials, academic teachers and other employers:-

- 1.The Selection of elective / optional and pedagogical Subject in addition to the Compulsory subjects.
- 2.Preparing & Academic Calendar, Time Table, selection of the Class-teacher.
- 3.Appointment of the in-charge of various functions: Anniversary of great men and their celebration.
- 4.Internship programme, workshop.
- 5.Internal examination, assesment and evaluations.
- 6.Assignment and Project work
- 7.Education excursion programme
- 8.Student-Teachers must undergo of School and other institutional visit so that students will be more aware on teaching practices and regulation in School.
- 9.Encouraged Students regarding to take admission in the Certification Courses of Value-added and Self-Study.
- 10.To take Feedback from Student, Teachers, Employers, Experts, Alumni and Practice Teaching School.

The resolution passed in the Academic Council meeting is used to endorse in the register. The final copy is provided to all the honorable members of the Council. The members of the Council are informed through Correspondence and electronic media. If required. Necessary action is taken by calling a mid-term academic Council meeting for better outcomes.

Under EPC-I, Unit-3, arrangements have been made for teaching-learning of local Angika language along with ICT lab, language lab, Curriculum lab (Science), music and

sports activities.

Curriculum development takes into Consideration Creative and innovative Professors, Creative and innovative learners, motivational and outcome based Content and latest technology for teaching -learning. The trainees (Students-teachers) are evaluated in a Constructive manner supported by a Student Centred approach. The faculty of this College is always ready to take into account all three dimensions of education - Cognitive, emotional and Psychomotor. so that we can produce the scholars those will be creative, innovative & competent regarding the nations.

In Curriculum development this College has implemented the learning plan instead of lesson plan for trainees and teachers as well. With the 'learning plan', Student teachers will not only adopt different teaching methods and skills in Secondary Schools. it will also be able to learn from a pedagogical point of view. That will help to develop understanding in the students, instead of the 'rote learning System' as per N.C.F. -2005.

Subject wise diary is written by the Professor for the progress of the Courses. Principal and senior teachers are trained the student-teachers about micro-teaching, understanding guideline of N.C.F. 2005 and B.S.F.-2008 before going for internship. Special classes are organized to develop discipline, human harmony and patriotism among the trainees.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2

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

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

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**

3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**
2. **Prospectus**
3. **Student induction programme**
4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document
Paste link for additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 61.48

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	16	16	17	17

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

2023-24	2022-23	2021-22	2020-21	2019-20
27	27	27	27	27

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 2****1.2.2.1 Number of Value – added courses offered during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 3.36****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2023-24	2022-23	2021-22	2020-21	2019-20
17	15	13	12	10

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 1.61**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	7	6	7

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

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

Teachers' Training College, Bhagalpur is one of the best educational institutes in Bihar. It offers B.Ed. and D. El. Ed programs for quality education of the learners in the schooling premises. Our college is affiliated to Tilka Manjhi Bhagalpur University, Bhagalpur. As per the demand of modern education we need to understand the dynamic values of teacher education. As the curriculum prescribed by the University is followed, but the curriculum for D. El. Ed is followed by the State Council of Educational Research and Training, Patna, Bihar. After enrollment and before the commencement of regular classes, the program learning outcomes of B.Ed. and D. El. Ed programs are explained in details through the student Induction Program. Along with this, information about two-year curriculum is also provided. Trainees are made aware of the code of conduct of the institute. From time to time, subject experts, resource persons and educationist are called in this college premises to provide a coherent understanding of teacher education. During the beginning of the class, the course teacher also gives information about the course learning outcomes. Various programs are organized to generate interest in this profession. Educational trip supports much to enhance the ethical and moral values of education. Morning assembly

also provides the devotion, sacrification, virtues and spiritualism in our life. College provides many opportunities to develop a coherent understanding regarding teacher education.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization: B.Ed. students acquire knowledge through the curriculum of TMBU and D. El. Ed. student acquires knowledge through the Curriculum of State Council of Educational and Research and Training, Patna. Students get information about various dimensions of school education. At the same time, they learn different skills for challenging teaching work. They get information about modern teaching skills and techniques. They also aware of the use of information & communication technology to make the classroom easier in one month school observation. The teachers also used to teach using different techniques and methods for enhancing their knowledge. During the internship, trainees participate in all the activities of the school that provides all around development. The trainees also conduct co-curricular activities. First year trainees do a school observation and second year trainees do a four-month learning plan. In the second year, B.Ed. trainees have to choose a pedagogy course and learn the subject based on the same pedagogy course in school. This type of work is practiced regularly in the life.

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

The curriculum of Tilka Manjhi Bhagalpur University, Bhagalpur and State Council of Educational and Research Training, Patna, Bihar provides the specific platform to strengthen the academic competencies in the areas of education. It also provides the opportunity to learn the art of living a happy life which the trainees use to build a bright future. To develop human values, spiritual values in life the course is included. At present, knowledge of technology is necessary for the trainees, for this, EPC-3 critical understanding of ICT has been included. EPC-2 Drama and Art in educational course has been included for the knowledge of drama and art in trainees. In the present scenario, it improves the professional life by using mass communication. Through it one can get knowledge of different courses. Learners can improve their society and support in the areas of scholastic portions of life. Through school internship, students can acquire knowledge as well as participate in team work.

Skills/Competencies such as Emotional Intelligence, Critical Thinking, Negotiation and Communicational Skills, Collaboration with others, etc.:

Many programs are organized by the institute to acquire different skills and values. Professional capability is developed through EPC course. Understanding the self-course is given for emotional development. Self-Understanding one's self is important and this leads to self-knowledge. Communication Skills develop through navigation and Art Collaborative Skills are developed through different value-based courses. Brain storming is also done to develop critical thinking. Group discussions are conducted to develop conversation skills gives students the ability to think quickly and respond in a calm and positive manner in difficult situations. One can develop the team spirit for pupil-teachers and they can arrange various programs in the college.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

Diversity has an important rank in the educational institute, India is the land of multi cultured and multi lingual country. When a teacher lectures in the classroom area as presentations, students become aware of the basic concepts of educational management and the diversity of the educational system. Through the subject matter of various courses of B.Ed. and D. El. Ed. student-teachers are given deep information about all the education commissions before and after the independence. While giving information about these commissions, the student-teacher gets information about schooling system of India. This information is also obtained from the organisation, school's building, size of the school, building, school time-table, co-curricular activities organized in the school. After gaining knowledge about the theoretical aspects through various courses in the college, college internship is undertaken for practical knowledge. In the first year, pupil-teacher is sent for school observation for four weeks and in the second year pupil-teacher sent for learning planning for 4 months. In the month of school observation, student-teacher classroom observation, locality morning assembly information related information to school affiliation, total about rooms, teachers' composition, length and breadth of classroom, library, teaching aids, co-curricular activities, time-table. Observation of the time-table, observation of the examination system discussion with the school management community on various points and also conducts practical research on any one child which the student-teachers become aware of diversity of the school system, various developments towards evaluation methods standards and various state based on dimensions about the student to realize the diversity of the education system by observing the norms and standards of different state education boards.

At the same time, by observing the standards of the internship school, they are inspired to use them in the future. As we watch the areas of our country it is surrounded with different diversity after all we are same here as Indians here this is the impact of our education system. At last we can say that we must correlate the ideas of education for all despite of caste, creed and community in our country.

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

1.3.3

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

Response:

The trainees acquire theoretical information through different courses of the teacher education program and acquire practical information through school internship and use it thoroughly development of their professional competence. Thus the trainees gain proficiency in their fields.

B.Ed. and D. El. Ed. Trainees, through current curriculum become aware of the various aspects of the curriculum and co-curricular activities. After becoming familiar with these aspects, knowledge of various aspects proves helpful to the students in becoming skilled teachers. There is a provision of three courses for the development of professional competence.

In the first year, a teacher can better understand to the various educational discourses through the critical understanding gained through the literature of education. To know the nature of education and the changes in the different periods of time and also to understand the changing perspective of society. During this period it is essential for education through EPC-1, students in the first year get to know the concepts of different languages to know and understand the effects of philosophy of education. This paves the way for the training of sensitivities within the student-teacher.

The objective of making teachers aware of their local culture and understanding local level educational issues academically is achieved. Arts and crafts education is an important dimension of the educational process and its importance is being accepted at every level of education.

Art has a direct contribution to the development of personality of the trainees, it also develops the aesthetic sense and formation of attitudes and values. Arts, crafts and culture can be used in many ways for educational purposes as resources, as mediums and as skills that can be developed. While the arts enrich the learner's life and learning, they can also be used to make teacher-learning processes simple, accessible, enjoyable and interesting.

For trainees, information and communication technology has become an essential part of our social interaction.

Revolutionary changes are being brought in the education system through various innovations in communication technology.

Through ICT, various types of information and communication technology supports in the education and teaching methods there are being used to enhance the personal experience and the knowledge of learners.

Teachers own beliefs and assumptions to play a special role in the success of their works. They are based on the personal and social life experience of teachers and their strong connections between teacher's understanding of teaching and their lives. To create capable teachers, it is necessary to give importance to the identity of the teacher.

As Bloom's Taxonomy considers, 'trainees can get all the information about cognitive objective, material objectives, functional objectives which develop their professional competency'. They set great records in their profession.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

<p>2.1.1</p> <p>Average Enrollment percentage of students during the last five years..</p> <p>Response: 100</p>	
File Description	Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

<p>2.1.2</p> <p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>Response: 100</p>				
<p>2.1.2.1 Number of students enrolled from the reserved categories during last five years..</p>				
2023-24	2022-23	2021-22	2020-21	2019-20
1	1	1	1	1

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

2.1.3**Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 2.4**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2	13	9	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity**2.2.1**

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

Response:

The process of enrolling students in B.Ed. program is done through a State Level Combined Entrance Test conducted by Nodal University. The Nodal University is selected by Chancellor of Bihar on their performance basis. The college engages in accessing the learning label of the students at various stages after admission. The first stage from Introduction cum Induction program. This program is organised for freshers to ease the transition into new course. They are familiarised with the course, mode of internal assessment, rules and regulation as well as other facilities available in the institution and several online learning platforms.

Identification of advance learners and slow learners: The College identifies the advance learners and slow learners based on the students performance in the continuous Internal Assessment Examination. Through their performance indicators and guiding them for enhancing their competencies, helping slow learners to upgrade their performance through various activities.

Bridge course :

The courses conducted at the beginning of the academic year. The outcome of the course will enable the students to have a comfortable learning atmosphere without any impairment in further learning.

Remedial course :

Based on the performance in the continuous internal assessment, projects, assignments, participation in classroom activities etc, the slow learner are identified on the basis of marks obtained. They are provided with remedial courts which enable them to a catch up with learning process.

They are also provided with solution, suggestions and techniques for improvement. Remedial classes are conducted after each semester exam targeting those students who need individual attention. The medium of instruction is bilingual which helps students coming from various languages back ground.

Tutorials, Value added course :

Tutorial and value added courses are organised when students requires assistance in a specific subjects. Teachers not only encourage them to participate in the class but also help them with study material and books to render clarity on the subject. Teacher recommend several book to improve their subjects knowledge.

Advance learners :

Advanced learners are encouraged to complete courses in NPTEL /SWAYAM platforms/ IGNOU's online material etc through the college. They are motivated and guided to present paper in State/National level seminars, Conferences and Workshops. They are also encouraged to publish articles in Books and Journals of national repute. Extra credit is offered for them on completion of the course.

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

2.2.2

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: B. Any 4 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 13.13

2.2.4.1 Number of mentors in the Institution

Response: 30

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teachers Training College, Bhagalpur, employ a diverse range of teaching methods to cater to different learning styles and enhance student learning. Some of the multiple mode approaches are adopted by teachers including:

1. Experiential Learning: Hands-on experiences and practical applications to reinforce theoretical concepts.
2. Participative Learning: Encouraging active student participation through discussions, debates, and role-plays.
3. Problem-Solving Methodology: Encouraging critical thinking and problem-solving skills through

real-life scenarios and case studies.

4. **Brainstorming:** Encouraging creative thinking and idea generation through collaborative brainstorming sessions.
5. **Focused Group Discussion:** Facilitating small-group discussions to promote critical thinking and problem-solving.
6. **Online Mode:** Utilizing digital platforms and resources to support blended learning and remote access to education.
7. **Collaborative Learning:** Encouraging peer-to-peer learning and teamwork to foster a sense of community and shared responsibility.
8. **Project-Based Learning:** Encouraging students to work on real-world projects to develop problem-solving skills and apply theoretical concepts.
9. **Simulation-Based Learning:** Using simulated scenarios to mimic real-world situations and develop decision-making skills.
10. **Flipped Classroom Approach:** By providing assignment reversing the traditional lecture-homework format to promote active learning and engagement.

By adopting these multiple mode approaches, teachers at Teachers Training College, Bhagalpur, aim to create a dynamic and inclusive learning environment that caters to diverse student needs and promotes comprehensive growth and development.

These multiple mode approaches enhance student learning by:

- Promoting active participation and engagement
- Developing problem-solving and critical thinking skills
- Encouraging collaboration and teamwork
- Providing real-world applications and practical experiences
- Catering to diverse learning styles and needs
- Enhancing digital literacy and online learning skills
- Fostering a sense of community and shared responsibility
- Preparing students for real-world challenges and scenarios.

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

2.3.2

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

Response: 0**2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 50.76**2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 200

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

- 1. Understanding theory courses**
- 2. Practice teaching**

- 3. Internship
- 4. Out of class room activities
- 5. Biomechanical and Kinesiological activities
- 6. Field sports

Response: B. Any 3 of the above

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

2.3.5

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

Response:

Continual mentoring

Our College has a strong mentorship structure for developing professional skill. Each faculty continually mentoring students on academic, professional and personal levels.

Dealing with student Diversity : As students are admitted through a state level test and online counselling so students with diverse backgrounds join the college. Their needs are catered to by the mentors. The pedagogy of mixed-ability groups is managed informally in the college. Routine class assessments and teacher-learner contact help identify slow learners. Tutorials are taken by the teachers as per the needs of the learners. The institution also provides a variety of value-added courses for students to further develop their interest and intellectual abilities. And to empower weak students, Yoga, Spoken English and ICT are main value added courses for student to develop skill in those areas. Microteaching sessions are there for sharpening skills.

Working in Teams: The students work in teams in different activities organised by the college as independence day, Republic day, Constitutional Day, Teachers day, Welcome and Farewell etc. Students participated in singing, dancing and skits. Brain storming session, Group discussion sessions, Quiz, debates are held on different topics which helps in all round development of students. College also provide free coaching and guidance for STET, CTET and UGC-NET.

Conduct of self with colleagues and Authorities: Students are part of many committees in the college and by attending the meetings they learn how to conduct themselves with colleagues and Authorities.

Students are made aware of the code of conduct, professional ethics and exposed to the qualities such as soft skill, body language, team spirit, Co-habitation, co-operative management skills. Awareness programs are organized in the college on ill effects of ragging also.

Balancing Home and work stress: Problem of students are noted by their mentors and rectified if possible. phase of internship and field projects are stress related, therefore, lecturers accompany the students and precautionary measures are oriented towards prevention of stress due to unforeseen and unexpected incidence.

Keeping themselves abreast with recent development in education and life : Seminars, Webinars, Extension lectures, value added courses are regularly organized to acquaint the student with current updates in the area of knowledge, technology and evaluation. Every day half an hour is set before class in morning assembly to present : Thought of the day, daily news and lecturer on moral values. Students also trained to plan and execute various creative activities in this time.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: C. Any 3 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

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

Response:

The teaching-learning process at Teacher Training College, Bhagalpur, is designed to foster a holistic development of students, encompassing creativity, innovativeness, intellectual, and thinking skills, empathy, and life skills. The college recognizes the importance of nurturing these essential qualities in future educators, who will shape the minds of tomorrow.

Creativity and innovativeness are encouraged through project-based learning, where students design and implement innovative solutions to real-world problems. This approach helps students think outside the box, develop problem-solving skills, and cultivate a spirit of entrepreneurship.

Intellectual skills are developed through critical thinking and analysis, as students engage with complex educational theories and practices. The college emphasizes the importance of reflective thinking, encouraging students to question, evaluate, and synthesize information to form informed opinions.

Empathy and understanding are fostered through role-playing, group discussions, which helping students to develop a deeper appreciation for diverse perspectives and experiences. This empathetic approach enables future educators to create inclusive learning environments, sensitive to the needs of all students.

Life skills, such as communication, collaboration, and time management, are integrated into the curriculum through participative learning, group projects, and presentations. These skills prepare students to navigate the demands of the teaching profession, working effectively with colleagues, parents, and students.

The teaching-learning process at Teacher Training College, Bhagalpur, is student-centered, recognizing that each individual has unique strengths, interests, and learning styles. The faculty employs a range of pedagogical approaches, including experiential learning, problem-solving methodologies, and technology-integrated learning, to cater to diverse learning needs.

Through this holistic approach, the college aims to produce educators who are not only knowledgeable but also creative, innovative, empathetic, and equipped with the skills necessary to succeed in the ever-evolving landscape of education. By nurturing these essential qualities, Teacher Training College, Bhagalpur, is shaping the next generation of educators who will inspire, motivate, and empower their students to reach their full potential.

These skills among students are highly beneficial in several ways:

- Preparing future educators: Students become equipped to create engaging lessons, foster critical thinking, and develop innovative teaching methods.
- Enhanced employability: Students become attractive candidates for schools and educational institutions, seeking teachers with diverse skill sets.
- Personal growth: Students develop essential life skills, such as communication, collaboration, and problem-solving, benefiting their personal and professional lives.

- Effective teaching: Students learn to create inclusive learning environments, addressing diverse student needs and promoting academic success.
- Continuous learning: Students develop a growth mindset, fostering a lifelong passion for learning and professional development.
- Leadership skills: Students are empowered to take on leadership roles, driving educational innovation and reform.
- Interpersonal skills: Students develop strong relationships with colleagues, students, and communities, fostering a supportive educational ecosystem.
- Adaptability: Students become flexible and resilient, navigating the ever-changing educational landscape with confidence.
- Student-centered approach: Students focus on student-centric learning, prioritizing individual needs and abilities.
- Holistic development: Students experience a transformative journey, developing intellectually, emotionally, and socially.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**

6. Visualising differential learning activities according to student needs**7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: B. Any 4 of the above

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

2.4.6

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The college calendar gives temporary dates of commencement of Internship Programme with a written notice issued on 9th of June, 2023 described in Staff meetings were conducted and time-table was prepared in detail. Teaching practice and school management programme were organised by Internship Committee.

Before the commencement of internship, an orientation programme was organised and detailed instruction are given to student-teachers. Internship programme is systematically planned according to the university syllabus. The gathering took place in the Multipurpose Hall Dr Amit Kumar Das, the principal of our College assured the role of the key note speaker.

In his address to the students, he emphasised the intrinsic value of the internship and its significance in educators. He also stated the defining role of a teacher in education of the institution; and stated that beyond teaching, a teacher has to carry out the part of being an external parent, counsellor, mentor, role model and so on. Throughout the session, students had the opportunity to seek clarification and voice any doubt they may have had, resulting in a comprehensive understanding of the internship.

The primary objectives of the session were two fold; first to instil in the students a profound appreciation for the significance of their internship and second to articulate the expected code of conduct that they as aspiring teachers, should uphold. Teacher supervisors were selected among the faculty members to go with the student teacher for internship programme in different schools that are assigned. The practicing schools are selected on the basis of the proximity of the student teachers on the basis of infrastructural facilities and type of school. A consent letter was sent to different school selected for internship programme with permission letter of Regional Deputy Director of Education, Bhagalpur. There are 30 (Thirty) Government schools permanently allowed to our college for internship by Regional Deputy Director of Education, Bhagalpur. After the consent of school, the teacher in-charges of internship programme with the consent of head of the institution visit and meet with the school's principal.

The school teachers are requested by the faculty members for allotment of syllabus. The list of pupil teachers is sent to the assigned school of teaching practice. The students are allotted schools keeping in mind the medium of instruction accommodating capacity and subject wise requirement. The internship programme of B.Ed 2nd year session 2022-24 for 16weeks started from 11.12.23 to 13.4.24.

Student teachers after completing their Internship Programme submitted their lesson plans which were assessed further. Lessons were observed by the teacher educators at regular intervals and all lessons are observed by the mentor teachers. The teacher supervisor evaluates the copies of the student teacher from time to time. And at the end of internship activities in schools with systematic supervising support and feedback from faculty as per university prescribed curriculum. Thus, the programme of Internship of imparting knowledge among students that has made a student teacher a good educator; and at last, the certificate of Internship Programme and its feedback and Participation Certificate are sent to College.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

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

Response: 19.4

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

Response: 10

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Teachers' Training College, Barari, Bhagalpur has conducted a rigorous internship programme for Teacher-trainees as prescribed in the syllabus given by the affiliating body. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstration for each micro-teaching skill by the faculty members assigned for each subject and each skill. Students are allotted schools for internship programme; students are oriented for the details of internship programme. The school principals and supervisor are requested to visit schools for an orientation on the first day of internship. The college adopts a rigorous and well-planned mechanism to carry out the monitoring and assessment of students in the schools during the internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher educators also maintain a proper record of each observation and remarks given.

Role of Teacher-Educator

The role of teacher educator is described as follows:

1. To maintain and ensure regularly and punctuality of teacher-trainers during the internship.
2. Teacher educators also ensure the optimal learning exposures and strategies to trainees during the internship programme.
3. They also look after the problems faced by the students in the schools and provide viable solutions at her level.
4. Teacher-educator assigned, assess the students for their observation skills and their participation in school activities.
5. Suitable feedback is provided to the trainees for improvement in performance.

Role of School Principal: The role of school principal is stated below:

1. To look after the proper allocation of classes to the interns.
2. To orient the interns about the functioning of school system and role of a teacher.
3. To provide time-to-time guidance to interns for their performance.
4. To report to teacher-educator about the observation made for improvement.

Role of School-Teacher

Following are the role of school-teachers stated below:

1. To provide a comfortable environment to the interns welcoming them in the system to work with them and learn.
2. To provide them guidance in conducting the classes.
3. To provide regular remarks on the lesson planning and its execution by the interns in the class.
4. To provide feedback of interns to the teacher-educator.

Peers: Peers observe lessons delivered by each pupil teacher and provide feedback, which helps the pupil teachers in their improvement.

Role of self: Every student teacher assesses his/her own growth through a reflective analysis and improvement upon themselves.

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

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of

different persons such as

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1**Percentage of fulltime teachers against sanctioned posts during the last five years****Response:** 96.13

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

2.5.2**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 50.34**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 15

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 9.77**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 293

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

In house discussion on current developments and issues in education.

1. In-house planning and /or reviewing curriculum:

Knowledge needs to be transferred to form skills; and the knowledge economy is based on knowledge-based skills; this can be gained from primary curriculum to higher education. Our College has well-established system for reviewing its curriculum regularly. The college recognizes the importance of aligning its courses with the latest development and best practices in the field of education.

Our college encourages its teaching staffs to engage in continuous professional development. The college organizes following:

1. Workshop on Outcome Based Education.
2. Workshop on Scholarly Communication for Faculty Members and Research Scholars.
3. Seminar on Writing Grant Proposals and Funding Opportunities.
4. Minutes of IQAC meeting.

These events are led by internal faculty members, external experts for knowledge dissemination.

1. In house discussion on PLOs (Programme Learning Outcomes) & CLOs (Course Learning Outcomes) while planning institutional curriculum:

The faculty in consultation with the principal prepare the year plan and the course activities based on PLOs & CLOs that incorporate varied activities, new learning approaches and technology to the student-teacher.

1. Orientation programme for teachers:

The orientation programme begins with introduction to the college's vision and mission. It acquaints the teachers with the institution's care value, educational philosophy, and long term goals. Teachers were

oriented about subject allocation by principal on the commencement of each semester. Discussion about class tests, assignments and timelines for assignment submission was done well in advance.

1. Self-Study Courses for Students to Keep Themselves Updated Professionally:

(2) Share information with colleagues and with other institutions on policies and regulations.

(a) Faculty Development Programme: At (TTCB) faculty are always encouraged toward efforts to keep themselves professionally updated. The teachers attend orientation, FDP. Following FDP conducted are:

(i) FDP on Digital Education Tools for School Teachers.

(ii) FDP on Analytical, Critical, Lateral and Design Thinking.

(b) Share information through value-added courses:

From the strategic plan, Enhance Teaching Learning has been successfully implemented. Based on students' needs value added courses are introduced to enhance their teaching skills. Active learning programmes were taught by our teachers that is shown in

1. Active learning scale up programme (ALSP)
2. Teachers' convention report.

(c) Share information about the diversities in school system in Indian as well as an international and comparative perspective.

TEI (Teachers Education Instruction) carried out three student development programs. SDP is carried out by online mode with the next educational institute by MOU. Students and Teachers were asked to attend the development program to update themselves professionally.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The college follows a system of continuous internal evaluation. It starts at the time when the students join the college.

Tests in School subjects – After the students join the college their knowledge in different school subjects is tested by conducting tests in school content.

For assessment of theory, the performance of students is assessed through different tests and mid term exams. Feedback is provided to them. Unit tests are also conducted by lecturers after completion of a unit.

Assessment of Practical Work

Evaluating the student teacher's proficiency in teaching :Micro teaching and reflective teaching– Each students practices teaching skills under the guidance and supervision of teacher educators. Marks are allotted for micro teaching by the college lecturers.

Macro teaching – Writing of lesson plans for micro, reflective as well as macro teaching. – These lesson plans are corrected by the lecturers and feed back is given to the students.

Evaluating the teaching aids prepared- assessing the teaching aids prepared by the student teachers and giving them a feedback.

Internship: The teaching lessons of the student teachers are evaluated by experienced school teachers. An evaluation tool is given to the supervising teachers. The methodology lecturers also evaluate the teaching when they visit the schools.

Marks are allotted to student teachers for macro teaching by the school teachers and the methodology lecturers.

Peer observation – The fellow student teachers also observe the lessons of one another and give constructive suggestions.

Conducting the Scholastic achievement test : The students prepare a blue print of the test to be conducted along with the question paper and get it corrected by their methodology lecturers, only then they administer the test.

The students are evaluated for their teaching practice, scholastic achievement test record and other activities they take up during internship.

Out reach activities: are taken up in the schools and slum areas. Students submit a record of all the activities they conduct and are evaluated for the

same.

Evaluation of Projects : The students have to complete many projects in the B.Ed course. These projects are evaluated by a jury of experts in the college. Two to five lecturers are appointed as jury

members for different projects. The students are asked to show case their findings and a viva voce exam is conducted.

Evaluation of practical work in laboratories – Different test and practical work by students in Science, Math, Art & Craft and Music are also the basis of evaluation.

Assessment by mentors- this takes place on a continuous basis for 2 years.

ICT based teaching and seminar presentations

A shift in evaluation from offline to online mode through Google workspace using digital tools Quizzes, Google forms, Mentimeter, Google White board etc was implemented during the pandemic. When the University examination begins, the internal assessment marks are forwarded to the Controller of Examinations T.M. Bhagalpur University within 10 days for preparation of the final result.

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

2.6.2

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

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

Response: B. Any 3 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Students have easy access to teachers and the principal. The principal informally meets the students frequently to know about their grievances, if any, and to take steps for their redressal.

A ‘Grievance Box’ is also present in the college where the students can write about any problem with their name or anonymously and drop it in the box.

College’s mechanism to deal with examination related grievances is transparent, time bound and efficient. The students can approach the principal, lecturers and their mentors to redress their examination related grievances as per the requirement and jurisdiction of the grievance. Students who are not comfortable approaching faculty or the Principal with regard to evaluation issues, can use the suggestion box to drop in their dissatisfaction.

The objective is to ensure that the views of each grievant and respondent are respected and that any party to a grievance is neither discriminated against nor victimised. A Grievance committee is present in the college and Written grievances received are discussed in the committee meeting and resolved on a case -by – case basis.

Exam Revaluation: If any student feels that marks given are not just, he/she can apply for revaluation, by following the stipulated norms. The principal appoints examiners other than the previous assessor and if a change is found it is rectified.

Re-schedule of Examination/Internals: In unavoidable circumstances, a re-scheduled time table is prepared for smooth functioning of exams as well as to see that all students could appear for the same.

Examination Time: Grievances related to the examination schedule and time-table are addressed during

emergency e.g pandemic and re-scheduled with prior notice. Sick candidates are taken care of by the chief examiner by permitting them 15minutes extension. Indiscipline in the hall during the semester-end exams is avoided by appointing an examination squad.

During the pandemic all offline assessments were transitioned to the online mode. Initially the concept was new, students and college faced teething problems that had to be addressed and resolved, for example link for Google form question papers were emailed to students, but student either did not receive on time or could not access the file or had difficulty in uploading their answer scripts. The mentors dealt with the grievance that was addressed and resolved.

Not many grievances are received from the students with regards to examinations.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

Teachers' Training College, Bhagalpur prepares an academic calendar in accordance with the University of T.M.B.U schedule. The institution has an academic calendar that focuses on the awareness through various activities. Prior information is provided on all the activities through the institutions notice board, website, whatsapp group etc.

Academic for proper and smooth functioning of academic activities, academic year plans are planned and prepared for catering to the objectives and learning outcomes of the courses and also provided varied learning experiences to the students. The semester schedule, college assessment activities and examination, internship, curricular and co-curricular activities etc. are indicated in the academic calendar.

Portfolio: - The portfolio tasks and activities are also prepared by planning in advance for smooth transactions.

Examinations: - examinations are conducted as per the guidelines issued by the University; for each academic year, examination committee is constituted to ensure effective implementation of all activities

related to the internal and external examinations and assessments student are well informed about the formal and informal evaluation process. The college follows all guidelines given by University for the conduction of exams and other internal evaluation procedure. The students are made aware of the roles in the beginning of every academic year. The academic calendar with (Tentative) exam dates usually display in the college and department Notice Board.

Result Analysis: - Result analysis is done by the concerned faculty members after every test. The performance of the students is monitored by the principal and necessary feedback is given to the concerned faculty members. The principal also gives necessary feedback for the improvement of student's performance.

Progress Report: - The students' performance is monitored by the institution. Whenever necessary, the PTM (Parent-teacher Meeting) is conducted for the discussion of students performance. Remedial classes are conducted for the slow learners, absents. This practices helps struggling learners to update their subject knowledge and helps them to catch up with their peers.

During pandemic period students were given online classes through Google meet application. The students were given Google from test comprising of multiple choice questions. The practice test provided student and help them to get familiarize the online system.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

All the programme and activities initiated and planned by the institution are aligned to ensure that they help to achieve the final learning objective. All the teaching learning components at IASE are aligned with the programme learning outcomes and course learning outcome with the curriculum framework of the affiliating university. The teaching learning programmes that are aligned with PLOs and CLOs are as stated below:

1. Before commencement of any semester, faculty meetings hold discussion on the upcoming semesters and the courses to be offered as well as teaching faculty suitable and competent to take

up the course papers. On the basis of the assigned course subjects all the faculty prepare monthly plan as well as semester plan in line with the course learning outcome (CLO) stated in the syllabus for each course in the programme.

2. Internal Quality Assurance is actively involved in exercise to ensure that all teachers are steering their courses in the right direction. The weekly unit plan and its adherence to its effective mechanism.
3. Mentoring of students where the mentor teachers supervise the performances of their mentee throughout the course is also an effective lever. The students' performance in academic and co-academic activities are monitored by the mentor teachers and problems arising thereof are attended through counselling.
4. Time tables set accordingly to the course outline are closely followed by the teaching faculty to ensure timely coverage of the course.
5. Classes taken by the faculty members on different course papers follow and adopt various teaching. Methodology to ensure optimum attainment goals and objectives and promoting capabilities in cognitive and personality developmental areas. The teaching methodologies adopted are carefully selected to meet the PLOs and CLOs.
6. The institution conducted two internal examinations in the form of unit tests on the 2nd month of every semester and pre-semester examination at the end of the course to prepare the students for their final examination. Learning activity as part of the course outline assigned to all the students forms an important component of internal evaluation.

Thus, program learning outcome and course learning outcome develops skills regarding various role of teacher in facilitating learning; it applies constructivist and co-operative learning principles for teaching-learning process, acquires basic understanding about new trends in education, develops professional attitude towards teaching.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 97.05

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

2023-24	2022-23	2021-22	2020-21	2019-20
188	196	196	187	188

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

2.7.3

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

Response:

The Institution attempted to implement in the spirit of **PLOs and CLOs specified in criteria I**, The progressive attainment of cognitive and professional status of student teachers were monitored , documented and used further for improvement in many ways by the college .

The Methods of measuring

attainment:

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University semester Examinations, internal and home assignments, class tests, house test and sessional work. Throughout the year the faculty records the performance of each student on each programme.

1. **Minimum attendance** of student teachers shall be **80%** for all course work and practicum, **and 90%** for school internship.
2. Minimum pass marks are 40% in each paper, Practical, and School Internship in each year. Pass marks will be 40% in Aggregate.
3. Students under university examination are evaluated for 80% of total marks and institution for 20% marks as internal assessment.

Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and

practical files.

- The external theory examination (Foundation papers, pedagogy papers and elective papers) will be of Three hours duration.
- The Paper with 50 marks are divided into two parts- 40 marks for external written examination and 10 marks for Internal assessment.

Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment POs, PSOs and COs.

Internships: Students are polished in school internships, projects and fieldwork, etc. This helps them to obtain necessary skills and practical experience in their chosen discipline.

Placements: One of the most important Programme Outcomes of students is the employability of students.

The college has a vibrant Placement Cell, which caters to the demands of school and colleges for different post.

Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies .

The college conducts various activities on a regular basis to maximize and monitor learnings outcomes.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 99.48

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

Response: 193

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

2.7.5

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

Response:

Performance of student's on various assessment tasks reflects how for their initially identified learning needs are catered to: -

The institution has a robust mechanism in evaluating student achievement through the test approach for assessing student's learning needs

T- Through formative evaluation.

E- Evidence of outcomes.

S- Skills achieved.

T- Through summative evaluation.

Formative evaluation through class test, assignments, essay, practise teaching lessons, group work, assignments, community work, learning resources, internship, book review.

Evidence of outcomes is witnessed through the achievement of PLOs and CLOs

Skills achieved are teaching-learning skills, communications skills, classroom management skills, individual participation, group discussion, leadership skills, ICT Skills, personality development, soft skills.

Summative evaluation is done through university exams.

Entry level- During the line of admission the principal interacts with the students to assess their needs and aspiration, talents, talents, communication skills, strengths weakness level of education, socio-economic status; this helps in getting on overall understanding of the students thus creating a students part folio, students are counselled at the time of admission, The institution organizes orientation

programme for students to provide adequate information of the college, infrastructure, internal assessment, code of conduct, welfare schemes grievance cell etc.

Identifying the learners need the students are given opportunities for diverse learning experience, learning spaces referal books, value-added courses, guidance etc.

Mid-term evaluation: - During mid-term internal examination were conducted and result were published. Performance on these are measured and students under 70% marks are given assistance through mentoring, guidance, study, circle, extended library hours, peer tutoring, additional resources, books, e-content. Students securing more than 70% marks are given additional support through skill development courses, training to competitive exams. Counselling and guidance is prominent during mid term evaluation for holistic development.

During internship, supervisors provide feed-back that helps students in realising their start coming and harness the strength in lesson presentation feed-back from peers is also encouraged.

Exit level: - After the completion of the course the tutorial teachers assess the overall performance of students through the feedback form and analysis of the semester wise academic and other achievements. Examination, internship and other project-based courses reveals the overall development of the students through the various teaching-learning and other opportunities of growth and self-development

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.82

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** B. Any 3 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 2.62

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

2023-24	2022-23	2021-22	2020-21	2019-20
26	16	12	9	15

File Description

Document

First page of the article/journals with seal and signature of the Principal

[View Document](#)

E-copies of outer jacket/content page of the journals in which articles are published

[View Document](#)

Data as per Data Template

[View Document](#)

3.2.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 2.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	3	1	2

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

3.3.2

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

Response: 34.89

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

2023-24	2022-23	2021-22	2020-21	2019-20
135	190	185	70	115

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

3.3.3

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

Response: 42.42

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

2023-24	2022-23	2021-22	2020-21	2019-20
200	180	200	75	190

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any other relevant link	View Document

3.3.4

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

Response:

Outreach activities aimed at influencing and sensitizing students to social issues while contributing to community development can be highly impactful. Here are some ideas and strategies:

Teachers' Training College Bhagalpur conducted various programs and seminars which aimed at

influencing and sensitizing students to social issues and which fosters social development and raises awareness

Educational Workshops and Seminars: Educational workshops and seminars are effective tools for engaging students with social issues and fostering community development. Educational workshops and seminars can be highly effective in raising awareness, building skills and motivating students to take action on social issues.

1. **Social Issues Awareness Workshops:** Conduct workshops on topics like environmental conservation, gender equality, mental health, and social justice. Liquor Prohibition activity was organized in the community for awareness of the harm of consumption of liquor and alcohol. NSS organized awareness programs in the community.
2. **Guest Speakers:** Invite community leaders, activists, and professionals to speak about their experiences and the importance of civic engagement.

Volunteer Programs: Volunteer programs can significantly impact both students and the communities. They develop empathy, leadership, and teamwork skills. Enhances their understanding of social issues and community needs. Provides practical experience and opportunities for personal growth.

1. **Community Clean-Up Drives:** Organize regular clean-up events in local parks, beaches, and neighborhoods. Swachh Bharat Abhiyan was organized in the community to make them aware about the clean environment.
2. **Tutoring and Mentorship:** Set up programs where students can tutor or mentor younger children or peers.

Collaborative Projects: Collaborative projects can harness the collective efforts of students, educators, and community members to address social issues and promote community development. Students can significantly impact their communities while gaining valuable skills and experiences that will benefit them throughout their lives.

1. **Community Gardens:** Partner with local organizations to create community gardens that provide fresh produce and serve as educational tools. Yoga activity was organized to let the community know the benefits of yoga and how it can help them to stay fit and live a better life.
2. **Art Projects:** Engage students in creating public art that highlights social issues and promotes community pride. Campaigns in Dainik Jagran and Dainik, Bhaskar was organized to let students be aware of how a printing press works.

Campaigns: Campaigns are powerful tools for raising awareness, mobilizing communities, and driving social change.

1. **Awareness Campaigns:** Develop and run campaigns on social media or within the community to raise awareness about pressing social issues. AIDS Awareness, Water Harvesting Campaigns and Tree Plantation campaigns were organized to raise awareness in the community.
2. **Petitions and Letter Writing:** Encourage students to write letters to local representatives or start

petitions on important social issues.

By engaging students in these activities, they not only become more aware of social issues but also develop a sense of responsibility and commitment to contributing to community development.

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

3.3.5

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 1

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	1	0	1

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

3.4.2

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

Response: 10

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

Response: 10

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

<https://ttcb.co.in> Teachers training college, Bhagalpur has various facilities which are set up in compliance with the needs of teacher education institutes. The environment of whole campus is serene, lush green and eco –friendly. The college has a beautiful garden which has some medicinal, herbal, ornamental plants and trees with pedestrian walking roads and paths. The college has a built up area of 7116 sq.mt. the facilities available in the college include:

Classroom: There are 24 classrooms of different size, seating capacity 50 to 100 students. Classroom is very spacious with proper ventilation and natural light. Classrooms are full furnished with comfortable furniture, Dias, white board/green board. Out of 24 classrooms 12 are well equipped with LED projector.

ICT LAB: Our computer lab has 50 computers with high speed 300 mbps internet connectivity. ICT lab is well equipped with interactive smart board and LED Projector.

DIGITAL STUDIO: A digital studio has been setup in the college for development of E-content.

Library: Our library is located in the ground floor with a total area of 1100sq.ft(approx.).Library possesses and integrated library management Software (E-GRANTHALAYA) that helps in maintaining the records of books, journals etc.

Language laboratory: Language laboratory is also useful for the students to improve their phonetics.

Science Lab: Science LAB is well equipped to conduct experiment in physics, chemistry, biology and math.

Multi-Purpose Hall: Multi-purpose hall are utilized for organizing cultural programmes, celebration of special days, morning assembly, festivals, special lectures, conference and seminars, alumni meets,.

Arts and Craft Resource Center: Arts and crafts room describes a wide variety of activities involving making things with own hands.

Music Room: Music room has different types of musical instruments such as harmonium, tabla set, synthesizer, dholak, guiter, keypad, jhanjh manjira.

Sports Resource Room: There are so many games materials for indoor and outdoor games available in the store room.

Girls Common Room: The College has separate girl's common room and Boys Common Room.

Sick Room: The College provides sick room for sick student teacher for first aid treatments.

WI-FI with 300 mbps Enabled Campus

Ramp: Ramp facility is also available for PWD persons.

Examination Control Room: The College has examination control room that conduct external examination and internal assessment related activities specified by the university.

Fitness gym center: The college fitness gym center provides special equipment where trainees/pupil teachers go to do physical exercise and get fit.

Fire system: Fire alarming system with overhead and underground water tank with auto sensor along with fire extinguisher is installed in our institution which is more necessary for emergency case of fire.

Canteen: The canteen of our college is very hygiene and it provides light refreshment like snacks, tea etc. to students and teachers.

Parking area: The facility of covered parking for two wheelers and four wheelers is available in our college.

Bus: Our College provides bus facilities for students and staffs.

Lift: The facility of automatic lift for 12 persons with ARD (automatic rescue device) is available in the college building.

If a browser cannot find the image, it will display the alternate text:

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 37.04

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

Response: 10

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 27

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

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

Response: 61.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	191.663906	247.122995	154.49	0

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The teachers training college library is located in the ground floor with a total area of approx **1100 Sqft**. It is spacious with seating capacity of 60 persons and with sufficient books, journals and others reading material.

Our library is partially automated with e-Granthalaya software having latest version 4.0 e-Granthalaya was installed in 2019, provide a very user friendly interface for searching documents in the library and their issue status also e-Granthalaya mobile app and web OPAC service provides remote access to user. All library books having bar coded.

About e-Granthalaya (ILMS)

E-Granthalaya is integrated library management software developed by “NIC” for automatics and networking of Indian libraries.

- The current version of the software is 4.0- A cloud based application.
- It provides a web based data entry solution with a centralized database for cluster libraries.
- Hosting charges and services as per Govt. policy.
- Minimum data entry with integrated modules.
- User need working desktop with Net connectivity to access the application online.

Module with Feature at a glance :

1. Cataloguing - Retro conversion data entry, change copy status, barcode level generator.
2. Circulation – Member registration, member category, sub category, member transactions, issue, return, reissue, renewal
3. Library members services – Manage library staff account, library profile, manage system data.
4. Master data module – Library committee, holiday calendar, update user profile.

5. Book acquisition module and many more.

The platform (e-granthalaya) offers a complete ICT solution for library computerization with integrated library management software, a digital library module, a cloud hosting environment and a library portal (OPAC) with integrated NICSI implement services and support. e-Granthalaya is helpful in transforming traditional library into e-libraries with digital library services and providing various online services to members through a one-stop access system.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

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

The library has a key role in supporting the academic activities of the Institutions by stabilising, maintaining and promoting library and information services and offers a wide range of services from reference to electronic .Our college library functioning with the primary mission of meeting the library and information needs of our enrolled Students. The Core objective of the library is to support the academic programmes offered and the library evolve its collection and services mainly to reflect the curriculum requirements of it users.

Our institute provides Remote access to our library members (students and teachers) through e-Granthalaya mobile App. Remote access is a facility to access a computer server remotely through a connection network where our members have leverage to work or study remotely away from the institutions while retaining access to a distant computer or network. Remote access can be applicable for local area network. Our library is very rich with sufficient Number of reading materials for supporting student teachers in their teaching material development. We have provided many e-books through National digital Library of India (NDL) an India government initiative supported by IIT Kharagpur, we also provide NCERT, SCERT, NIOS,E-granthalaya mobile app, DOAJ(DIRECTORY OF OPEN ACCESS JOURNAL) and swayam prabha web link to support our students for teaching learning and communication development. In other hand our has college uploaded many e-content regarding our B.Ed. D.El.Ed. Course in our website (For students support and guidance).we provide “Ask a librarian” service. The “Ask a librarian” service bridges the gap between traditional library services and modern technology, offering a platform where users can seek guidance, support and expertise in navigating the vast sea of information. It’s a personalized approach to accessing information.

Our library management software provides digital library service where we can access full text documents, PDF document and many more. We also provides mobile app for support and guidance.

Some important features of our software:-

1. Cloud Based application with mass development architecture.
2. Can connect any kind of **DBMS**, however hosted in NIC cloud with postgre SQL-An open source DBMS
3. Multitenant application –connect multiple databases with single signup across the libraries
4. Provides web based data entry in local language.
5. Unicode complaint supports data entry in local languages.

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

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**Response:** 0.11**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	.05891	.06517	.05267	.36546

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year****Response:** 7.21**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 651

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

Response: 601

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

Response: 635

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days)

during the last completed academic year.

Response: 598

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

Response: 573

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6

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

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

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

In the digital era, the modernization of ICT facilities positions the Teachers' Training College, Bhagalpur, Barari as a hub for innovation and academic excellence within the region. This not only enhance the institutions reputation but also enriching the academic community of faculty and students.

In this modern era, our Teachers' Training College, Bhagalpur, Barari is fully updated with ICT facilities. All the classes of our institution is well equipped with ICT facilities. Our institution has ICT computer lab with well-equipped ICT & Wi-Fi facilities & ICT enabled seminar Hall, Conference Room, Curriculum laboratory, language laboratory. The ICT computer laboratory has 48 desktop computers with required component configuration and with equipped with latest antivirus software.

The College library has ICT, Wi-Fi facilities and digital materials facility. The library is automated with e-granthalaya software having seating capacity 60 used by student teachers & faculty members. The language lab has also one desktop & smart board projector with ICT & communication skills among the students. The systems of college are running on windows 7, windows 10, and windows 11 application software MS office & adobe Photoshop. All the systems are supported by 300 mbps LAN & 700 user capacity Wi-Fi system. All facilities are connected with broadband Wi-Fi facilities. Now a day, the institution has a broadband connection that provides good facilities in our work.

E-content Development studio and educational room of our college is well equipped with ICT equipment such as printer, projector, overhead projector, slide projectors, LCD projectors, projection screen etc. are used for the skill enhancement of the students.

The upgraded ICT facilities open doors to a wealth of opportunities for student self-directed learning and exploration, with internet access readily available throughout the campus; learner can engage in independent research access e-books and journals and participate in discussion and collaborative projects. In the 21st century work force, this not only expands their academic horizons but also cultivates essential digital literacy skills essential for success.

The implementation of ICT infrastructure, particularly Wi-Fi, brings benefits for both faculty & students alike. It improved connectivity foster seamless communication channel enabling teachers to collaborate more effectively and share resources effortlessly. These facilities the exchange of ideas and best practices, ultimately enriching the teaching learning experience. The enhanced Wi-Fi facility empowers educators to leverage online plate forms and digital resources to augment their instructional strategies, diverse learning styles and preferences.

In the digital era of ICT, the Teachers' Training, College remains steadfast in its commitment to embracing change and preparing future generation evolve for digital landscape continue to success.

The institution empowers both educators and learners to reach new heights of academic excellence, foresting a culture of innovation, collaboration and lifelong learning by harnessing the power of technology.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.2**Student – Computer ratio for last completed academic year****Response:** 5.97

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 300**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link for additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 5.99

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

2023-24	2022-23	2021-22	2020-21	2019-20
2.20226	14.0254	14.32550	13.37065	13.92861

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.4.2

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

Response:

There are established systems and procedure for maintaining and utilizing physical, academic and support facilities – library, laboratory, sports complex, computers, classrooms, etc.

The Teachers' Training College Bhagalpur has an established system and procedure for maintenance and utilization of physical, academic and support facilities. For the smooth work, various committees and cells like Developmental Committees, Library Committees and Purchase Committees etc. formed every year by the IQAC which constantly monitor and evaluate the requirement for maintaining physical, academic and support facilities.

Classroom Management:

The classrooms are well-equipped with all modern technology like the smart boards, projectors and mic systems, CCTVs installed in all classrooms for the safety and the security of all students, teachers and also for equipment. Cleaning and maintenance are done on a regular basis of all classrooms and also annual maintenance of all modern teaching and technology system are done by the maintenance committee.

Library: In college, Library Committee is functional which takes care of the library matters and functions. Library has an advisory committee for discussion of various issues related to library facilities, services and activities. The college library has rich collection of educational materials. In the beginning of the session every year a library introduction program has organized for all students where students know all the activity of our library. After that the list of books in various subjects required by the faculty members, are invited, And purchased by following proper procedure. many e-content is uploaded in our website.

Laboratory: Our institution provides Science lab, computer lab and language lab facilities to all the students of the college. For precaution, fire safety equipment is maintained in labs. Periodic maintenance is done by regular cleaning of the lab spaces. Regular maintenance and inspection of devices/tools is organised. Regular check-up of equipment is carried out at the end of every year. The users of these labs

pay immense attention while accessing the facilities and handle it with good care. All the concerned in-charges take care of the labs. Stock registers are maintained timely of each lab.

Computer and Software: Computer lab has adequate number of computers with required components' configuration and also loaded with latest software. Maintenance of computers (Hardware and Software) and maintenance of ICT facilities is done by the ICT department of computer science through IT experts. Updating to administrative, overall maintenance of campus infrastructure and annual maintenance for computers, printers, software, CCTV, fire extinguisher, and security are work by the maintenance committee. Maintenance of campus Wi-Fi connection lies with service provider.

Physical Education teachers care/supervise the Sports Room and playgrounds of the institution. All the sports materials and equipment are stored in a sports room. Students practice their activities as indoor-outdoor games like ludo, chess, table-tennis, skipping, kho-kho, carom, badminton, volleyball, kabaddi etc.

In our institution, there is a beautiful lawn. The experienced gardeners team maintains the lawn under the supervision of developmental and maintenance committee of the college. The seasonal trees are carried for planting regularly in the college garden.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. Canteen**10. Toilets for girls****Response:** A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

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

1. Monetary help from external sources such as banks
2. Outside accommodation on reasonable rent on shared or individual basis
3. Dean student welfare is appointed and takes care of student welfare
4. Placement Officer is appointed and takes care of the Placement Cell
5. Concession in tuition fees/hostel fees
6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 5.72

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	17	11	11	15

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 6.38**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 12

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

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 26.85**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
37	62	70	67	22

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1

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

Response:

Introduction

The student council of TTCB serves as a dynamic platform for students to actively contribute to institutional functioning. Beyond representing student interests, the council plays a pivotal role in shaping the curricular and co-curricular landscape. The student council of Teachers' Training College, Bhagalpur actively engages in organizing year-round activities, programs and common functions in the college. Teachers' Training College, Bhagalpur has a range of facilities, including a Library, Laboratories, Art and Craft Room, Studio, Gym, Music Room, Multipurpose Hall, Sick Room, Elevator, and Ramp for physically challenged students. The student council of Teachers' Training College organizes all the major events and celebrations of the college, such as the Introduction cum Orientation Program, Independence Day, Republic Day, Teachers Day, National Service Scheme (NSS) Activities, Cultural Activities, Sports Activities, Internal Seminars, Outreach Activities, and Plantation. The Council also organizes the School Orientation Program, other Training Programs, Seminars, and Workshops conducted for the benefit of the students. They play an important role in motivating students to participate in all the initiatives and activities in the college. Their services are recognized and appreciated in the valedictory function of the council conducted at the end of the academic year. Even at the department level, the association is run by the students under the guidance of the faculties. By actively participating in decision-making process, organizing events, and fostering a sense of community, the student council enhances the overall institutional climate. Their proactive approach empowers students to take ownership of their learning experience and contribute meaningfully to the institution's growth.

Aims of the council:-

1. Developing an awareness of the student council among the student groups.
2. Supporting governance and administration.
3. Encouraging learner-centric initiatives.
4. Creating a stronger relationship between the Student and the Staff.

Duties and responsibilities of the council:-

- 1.Prevention of ragging on the campus through counseling senior students and helping the administration whenever necessary.
- 2.Suggesting to the administration improvements in students amenities to enhance their careers & personalities.
- 3.Smooth conduction of the Institute's various programs like Induction- cum-orientation program , Independence Day, Republic Day, Teachers' Day, National Service scheme(NSS), Cultural Activities, Sports Activities etc., every year.
- 4.Helping the administration in the smooth conduction of student activities on the campus.
- 5.Maintenance of the peace and harmony among the campus community in general and the student community in particular.

File Description	Document
Upload any additional information	View Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response: 5

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	6	3	2	6

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Introduction

Alumni association is a formal organization composed of former students of an educational institution. It serves as a vital link between the institution and its pupils, fostering a sense of community and shared purpose.

The Alumni Association was formed in the college on 12th January 2017. It has played an important role in the academic activities of the college. The alumni association of Teachers' Training College was registered on 21.03.2017. It has a Bank Account.

A group of student teachers, or more broadly, former students, is called an alumni association (alumni). We connect with other students and build our network through an alumni community or network. From academics to career conversations, they can assist pupils.

"Former students become excellent role models for present students, and they are frequently in a position to provide new student teachers launching their careers with real-world assistance".

Aims & objectives of alumni association of Teachers' Training College, Bhagalpur:

- To foster unity among old students of Teachers' Training College, Bhagalpur.
- To motivate the newly admitted students.
- To develop ourselves (old students) morally, academically, mentally, socially, and otherwise.
- To re-establish, promote, and strengthen networking among old students, teachers, and current students or Teachers' Training College, Bhagalpur.
- To aid and assist former and current students, and teachers and of the college in various activities outside the classroom.

- To help the College in drafting of curriculum, internship, and other outreach programs.
- To accept donations, grants, presents, and other offering and to deals

with the same for the purpose of the college.

- To suggest and guide enrolled and ex-students regarding placement and play an active role in the placement cell.
- Upon the winding up or dissolution of the society, if there remains any property after the satisfaction of all its debts and liabilities, the same shall not be paid to or distributed among the members of the society but shall be given or transferred to some other institution having objects similar to the objects of the society, to be determined by the members of the society at or before the time of dissolution.

Key Roles & Function:-

- **Networking and Mentorship:** - Alumni association provides a platform for students to connect with each other and build professional relationship.
- **Fundraising:** - Alumni association plays a crucial role in fundraising for the institution. They organize donation drives for infrastructure development, scholarship, and research.
- **Institutional Advancement:** - Alumni offer valuable insights into curriculum development and placement opportunities.
- **Image Building:** - A strong alumni association enhances the institution's reputation and attracts prospective students. Positive alumni testimonials can significantly impact the institution's brand image.
- **Community Engagement:** - Alumni association contributes to social causes and community development initiatives, reflecting positively on the institution's values.
- Volunteers of alumni association contribute time and expertise to support events, programs, and initiatives.
- Strengthening ties among alumni, students, faculty, and staff to create a sense of belonging.
- Alumni association works as advisors, offering valuable insights and feedback to improve the college's curriculum and operations.
- They act as role models, inspiring others with their achievements and demonstrating the value of their education.

Meetings of alumni association of Teachers' Training College, Bhagalpur are conducted. The visit of our alumnae is a great source of inspiration and support to the college. During these meetings, many of the alumnae share their memories with their faculty members and friends. They enjoy the day and recollect their memories by visiting their classrooms. They discuss their experiences they faced after leaving the institution and reveal the secret of their success with the students. They share the challenges and opportunities available to the next generation and advise them in these areas.

The alumni association of Teachers' Training College, Bhagalpur facilitates close interaction between the institution and the alumnae. It has been playing a vital role in its concern for students' future both in career and life. The alumni association of Teachers' Training College was formed with the objective of sharing knowledge, experience, and opportunities among the alumnae, the faculty, and the students.

Challenges and Opportunities: There are many challenges and opportunities in the Alumni Association. Some of them are as follows:

- **Maintains Engagement:** - Keeping alumni engaged requires consistent efforts. Utilizing digital platforms and organizing alumni events can help to maintain connectivity.
- **Leveraging Technology's:-** Embracing technology can streamline communication, fundraising and membership management. Building a robust online platform is essential.
- **Global Outreach:** - For institute with a diverse alumni base, reaching out to alumni across geographical boundaries is crucial.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

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

Response: 6

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	0	0	2

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	View Document

5.4.4

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

Response:

The Teachers' Training College, Bhagalpur, has a respected alumni association that promotes strong communication between the institution and the alumnae. It has been essential in demonstrating its commitment to the professional and personal futures of students. The association has been helping the

college in its regular growth and development process efficiently by providing positive feedback.

The Teachers' Training College, Bhagalpur alumni organization promotes strong communication between the institution and the alumnae. It has been essential in demonstrating its commitment to the professional and personal futures of students. The Teachers' Training College Alumni Association was established to facilitate the exchange of knowledge, experiences, and opportunities between former students, professors, and alumnae.

The alumni association is involved in the following:

- Academic Guidance
- Donating books for book bank
- Consultancy sessions
- Providing books for economically weak students.

Every year, a meeting of the Alumni Association of Teachers' Training College is conducted, and the visit of our alumnae is a great source of inspiration and support to the college.

Development of the institution (non-financial) :

- Discussion about Employment.
- Empowering the students to become more employable through personality development
- Inculcating moral courage among students
- Creating awareness about environmental issues, women empowerment, etc.

The contribution of the alumni association acts as an effective support system to institution by motivating students as well as recognizing, nurturing, and furthering any special talent in students. This can be briefed as follows:

1. Alumni offer their suggestions for institutional development in the meeting.
2. The Alumni association plays an important role in supporting their ex-students and current students of the college in different ways
3. Alumni share their experiences with current students.
4. The Alumni association is continuously associated with students

Functions of Alumni Association:

- 1. Mentorship programs:** Pairing students with experienced alumni for guidance and advice.
- 2. Career counseling:** Experienced alumni sharing insights, guidance, and opportunities with students
- 3. Networking opportunities:** Building connections between students and alumni for internships, job opportunities, and forming a professional network.
- 4. Advisory roles:** Alumni serving as an advisory board or committee to provide guidance and insights

for job opportunities, internships, and building a network.

5. Guest lecturers and workshops: Inviting alumni to share their experiences and help students who seek guidance and give insights into job opportunities and internships.

Through engaging in these activities, the alumni association of Teachers' Training College can motivate students, nurture their talents, and further their personal and professional growth.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance of the Teachers' Training College, Bhagalpur reflects in the vision and mission of the institution. The college Principal, as the Head of the institution, carries out the lead role in planning various activities as per recommendation of IQAC and other cells, keeping the vision of the college in mind.

Vision

To provide world class education to the students to face global challenges and to inculcate the latest trends, in technological advancement in the field of education. To become innovative, creative, logical and proficient in the Principles of education and pedagogy and guide the coming generation. To cater the needs of the environmental and ethical values in the mind of students to become good teachers and citizens.

Mission

The mission of the college is to empower aspiring teachers with knowledge, skills and necessary values to excel in teaching profession. The college is committed to provide value based, multi-dimensional and Professional Competencies in the field of Education.

Governance through Effective leadership

The administration of our college follows a decentralized pattern through which delegation of authorities is exercised so that leadership skills at various levels of the hierarchy are promoted based on the vision and mission of the institution, IQAC cell prepares plan and activities with consultation of different committees under the leadership off the principal. All the faculty members are actively involved in the decision-making bodies of the college.

The Principal effectively steers the various committees which are constituted to plan and implement all academic, curricular, co-curricular and extra-curricular activities. Participation of the Faculties, Staff and Students in various committees, association, sports event provides opportunities for developing the leadership qualities.

The accreditation process is being taken up with the concept of decentralized sharing of duties and responsibilities. Core team are made for each criteria and for data collection, compilation and presentation of data sets.

Thus the college ensures effective leadership in tune with the vision and mission of the institution and is reflected in its governance.

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

6.1.2

Institution practices decentralization and participative management

Response:

The college has a decentralized mechanism and participative management through effective leadership of the Principal. The Principal, being the academic and administrative head of the institution, with the help of different committees like IQAC cell, Academic Committee, Examination Committee, Research Committee etc., takes decision to achieve the set goals. The faculty and staffs are encouraged to show active involvement and participation in the activities of the institution. The college management and principal are involved in defining policies, framing guidelines, rules, regulations pertaining to finance, admission, examination, code of conduct-discipline, grievances etc. Effective leadership through decentralization and participative management is presented below:

- 1. Managing Committee:** The managing committee is constituted as per NCTE Regulation. It comprises representatives of sponsoring Trust, Educationist, Teacher Educators, Staff and representative of affiliating university. Managing Committee is the highest Governing Body to decide rules and regulation for functioning of the college in rules of NCTE and T.M. Bhagalpur University.
- 2. Principal :** Principal is the academic and administrative head of the institution. With the help of IQAC cell and other committees, he administers the office, campus maintenance and other activities. Principal delegates the authority to the head of the programme and different departments to carry out their tasks.
- 3. IQAC :** The IQAC is a central quality monitoring body that works under the chairmanship of the Principal to develop and maintain a quality culture in the institution. It includes senior faculty members, educationist and external experts.
- 4. Head of the Department:** The Principal assigned work load and time table to the senior most faculty member for day-to-day activities, supervisions, class management of the teacher, discipline part, coverage of syllabus etc.

5. Other important committee: Besides this there are many other important committee, namely Academic Committee, Grievance cell, Placement committee, Library Committee, Examination cell, Anti Ragging cell, SC/ST/OBC cell, Sexual harassment cell, Research Committee etc. are working under the chairmanship of Principal. These committees send their recommendation to IQAC for planning and executing.

Hence our college has made so many practices of decentralization and participative management in the functioning of the institution.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

To achieve the desired goals, transparency in financial, academic, administrative and other function is essential for institution. Proper procedures are adhered to as per the norms of the State Government, NCTE and affiliating university i.e. Tilka Manjhi Bhagalpur University in execution of day-to-day functions of the college.

Financial aspects – Regarding the financial aspects of the institution, all expenditure proposals are budgeted and approved by the managing committee of the college before the financial year begins. Regular internal and external audit is done in the college. The office computer contains all the data of the allocation under different heads and the expenditure details in Tally Software. The audited report and balance sheet is submitted to Income Tax department within time limit and is uploaded online. Financial audit is done by an external auditor.

Academic – The academic calendar and the syllabus is prepared yearly. An Introduction cum induction program is conducted to familiarize the students with academic rules and regulations. The college discharges its functions through an elaborate system of various committees and bodies. Multiple modes of internal assessment and evaluated internal answer sheets are shared with the students. Remedial sessions for improvement of weak students are in place. Provision for re-evaluation of answer scripts at the semester end examinations is available with the university. Guidelines governing the B.Ed. rules of attendance and of examination are available on the college website as well as in the prospectus. Paper-wise performance indicators are displayed and communicated to the students through the syllabus, notice

boards and during orientation. Library services are partially automated for student access ability. Registers are maintained to record internship performance, feedback from participating schools are shared and discussed with the students. Election of office bearers is through democratic polling. Practical examinations are assessed by internal and external jury.

Administrative – All the administrative activities are also fare and transparent. Students are enrolled through State level Common External Test and online counselling by the Nodal University. List of selected students given by nodal University is displayed on the college Notice board and website. The fee structure is fixed by T.M. Bhagalpur University and State Government. Staff vacancies are advertised in to leading News Paper. AISHE information are regularly uploaded. Information of administrative body's and different college committees, academic calendar, routine, result of internal and University Examination, etc. are displayed on college website.

Thus our institution maintains transparency in its financial, academic, administrative and other function.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The college adopts the following strategic plans and they are effectively deployed for enhancing the quality in higher education.

1. To prepare credible Teachers based on OBE.
2. To be a choice for good quality and competent faculty.
3. To establish better academic practices and procedures.
4. To produce professionally competent and ethically strong graduates.
5. To encourage Research and consultancy.
6. To develop a smart campus.
7. To strengthen placement facilities.
8. To build a healthy relationship with the alumni.

Among the several strategic plans, implementation of OBE is being given as an example.

Implementative strategy of OBE –

The course outcome are attained through the following instructional activities:

1. Project work
2. Assignment
3. Field work
4. Discussion
5. Lectures
6. Educational tours
7. Quiz
8. Log Book
9. Site visits
10. Demonstration
11. Presentation
12. Case study
13. Practical
14. Debates

Method of assessment of learning outcomes

There are different ways to assess Student-Teachers learning. They are as follows:

1. Continuous Internal assessment
2. Academic year end examination
3. Laboratory and Project work
4. Alumni survey
5. Employer survey
6. Course expert advice
7. Programme assessment and quality Improvement Committee
8. Faculty meetings
9. Academic Council meeting
10. IQAC meeting

Assessment of outcomes

1. The assessment of Students-Teachers process are direct and indirect
2. The direct assessment of trainees have done through interim assessment by conducting continuous Internal Examination and academic year end examination (University Level)
3. The indirect assessment on the other hand could be done through student's programme, exit questionnaire alumni survey and employer survey.

Direct Assessment Tools are as follows:

1. Class test
2. Internal assessment
3. Assignments
4. Practical examination

5. Presentations
6. Academic year end examination.

Indirect assessment are as follows:-

1. Student feedback survey
2. Alumni feedback survey
3. Teachers feedback survey
4. Employees feedback survey

1. An overview of the yearly distribution of marks in B.Ed. 1st year

Code	Courses	Marks		
		Practicum	Theory	Total
C-1 to C-3	Core courses	20	80	100
C-4 to c-7a	Core courses	10	40	50
EPC-1, EPC-2	Enhancing professional capacities	10	40	50
EPC-3				

In B.Ed. 2nd Year

Code	Course	Marks		
		Practicum	Theory	Total
C-8 & C-9	Core courses	20	80	100
C-10	Core courses	10	40	50
C-7b	Pedagogy	10	40	50
C-11	Optional Courses	10	40	50
EPC-4	Enhancing professional course	10	40	50

School internship : 250 marks

Total Marks B.Ed. 1st Year 650+ 2nd Year 650 = 1300

2. Making scheme for practicum Core, EPC and Optional Courses

Course with Internal marks 20	Back up	Marks

	Internal test	10
	Assessments projects classroom participation and regularity	10
	Total	20
Course with Internal marks	Back up	Marks
	Internal test	05
	Assessments projects classroom participation and regularity	05
	Total	10

As per curriculum of two year B.Ed. course, published and circulated by University.

“All student teachers are required to go for school internship programme for four weeks in first year and sixteen weeks in second year to different school for practical exposure”

Percentage of marks	Grade
86 & above	O
76 to 85	A+ (Excellent)
66 to 75	A (Very good)
56 to 65	B (Good)
45 to 55	C (Average)
Less than 45	D (Fail)

Thus we prepares student teachers by implementation of OBE

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

The effectiveness and efficiency of institutional bodies, specifically in the context of a Teachers' Training College Bhagalpur, can be evaluated through various key aspects: policies, administrative setup, appointment procedures, and service rules procedures. These elements collectively shape the environment in which teachers are trained, educated, and prepared for their roles in the education system.

Policies: Policies in a Teachers' Training College Bhagalpur encompass a wide range of guidelines that dictate the institution's educational philosophy, curriculum standards, admission criteria, and student welfare. Effective policies ensure that the college is aligned with national educational goals and standards, while also catering to the specific needs of aspiring teachers. For instance, policies might focus on promoting inclusive education practices, integrating technology into teaching methodologies, or emphasizing practical teaching experience alongwith theoretical knowledge. The efficiency of these policies can be seen in how well they are communicated to stakeholders, implemented consistently, and adapted to meet evolving educational trends and challenges.

Administrative setup : Teachers Training College, Bhagalpur has a well-defined organizational structure. The college is managed by a managing committee which is constituted as per NCTE and TMBU laws & rules. Managing Committee is the major decision making body of the college. The main function of the managing committee are decision on administrative and academic matters, communication from NCTE and State Govt.

The Secretary and the Principal are the backbone of the administration. The Principal is responsible for the college function and growth including administrative, academic, co-curricular, extra-curricular and extension programme. IQAC of the college is involved in developing a quality system for the improvement of academic and administrative performance of the college. It is the highest advisory body under the Principal which prepares its action taken report with active consultation from so many other committees of the college.

Service Rules:The college follows. the rules and academic calendar of the University and Board in running different programmes . All staffs are oriented about the administrative and service manual available in the institution. Faculties are educated about the condition of service, roles and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others.

Appointments : - Criteria for selection of Teaching and Non-Teaching staffs are completely based upon the norms and conditions of NCTE, UGC and the affiliating University i.e. T.M. Bhagalpur University. For that advertisement in published in National as well as Local News Papers. Eligible candidates are invited for the interview which is taken by selection committee. Selection committee comprises members of Trust, Educationist, Principal and Nominees of Vice Chancellor (University Representative). The qualification, teaching experience and other eligibility for recruitment is as prescribed by the State Govt./UGC/NCTE and T.M. Bhagalpur University.

Thus the effectiveness and efficiency of institutional bodies such as Teachers' Training Colleges are critically evaluated through above parameters.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The effectiveness of various bodies, cells, or committees within organizations can be directly assessed through the careful examination of their meeting minutes and the subsequent implementation of their resolutions and decisions. These documents serve as a crucial barometer of an organization's ability to deliberate, decide, and act upon important matters.

The institution has constituted various committees, bodies and cells for successful and productive functioning. These well-defined committees are responsible to discuss, decide plan of action and implement them. The operation of these committees are carried out through regular meetings the minutes are maintained and action taken reports are minutely detailed and signed by the Principal.

One decision based on the minutes of the meeting of Staff Council that was successfully implemented:

Details of staff council meeting

Chairpersonship	Members Present	Agenda
Dr. Amit Kumar Das Principal	All Faculty Members of the college	1. More activities should be included in the curriculum to obtain Mastery of teaching skills, especially ICT skills.

more activities should be included in the curriculum to obtain mastery of teaching skill specially IT skills.

ICT skills.

Teacher education institutions are expected to train students to meet the global demands by integrating information and communication technology in the respective subjects. The college is expected to educate future teachers in professional knowledge and practice.

Implementation of the recommendation:

The institute tried to foster ICT skills in students through following activities-

1. Use of multimedia facilities by LCD projectors, e-learning material.
2. Language laboratory for communication skills.
3. Computer literacy programme for students.
4. The curricular transaction is enriched with the help of ICT to add a good number of activities for student's capacity building.
5. Converting practice lessons to Technology aided classes during teaching practice session was made compulsory for all teacher trainees.

Evidence

The students gained the knowledge of using technology and incorporated in the classroom transaction during their internship programme. Students with the help of audio, video and power point presentations made their classroom teaching very effective.

Problems encountered and resources required:

During the internship programme it was found that many schools were not having proper computer lab facilities due to which students faced problems in taking digital classes. The students gained the knowledge of using technology and incorporated in the classroom transaction during their internship

programme. Students with the help of audio, video and power point presentations made their classroom teaching very effective.

Conclusion

In conclusion, minutes of meeting serve as a pivotal tool for assessing of various bodies, cells or committees within institution. They provide a clear record of decision-making process, ensure transparency and accountability and track the implementation with impact of action taken report.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Our college consider its all employees as most valuable resources and the welfare of all staff is essential for achieving the vision and mission of the institute. The institution is extending welfare measures for the Teaching and Non-teaching staff for their career development and empowerment, which are as follows:

1. Relating to general aspects

- Employees provident Fund for teaching and non-teaching staff. Management contributes equal share for EPF. It includes Employee Pension Scheme (EPS) and Insurance Scheme (EDLI).
- Provision of interest free loan facilities in convenient instalment systems.
- Casual Leave (CL) every staff is entitled for 16 days CL. in a calendar year.
- Medical Leave (ML) every staff entitled to 8 ML in a calendar year.
- Leave encashment – If an employee does not avail C.L. and M.L. of 24 days, then the amount for unavailed days will be credited in their account
- Maternity Leave – 40 Working days of maternity Leave with pay which can be availed only twice during the entire service period by a female staff.
- Extended Leave without pay.

- Privilege to use college resourced facilities.

2. Way to career progression/empowerment

- The institution regularly organizes orientation and Faculty Development Programmes for the faculty members.
- Faculty members are encouraged to take up FdPs and Courses for upgrading their knowledge.
- Administrative staff members are given training in the area of office management, communicative skills, documentation.
- Faculty members are, encouraged to apply to funding agencies for conducting seminar, conferences etc., UGC, DBT, NCTE, NCERT, SCERT for higher education etc.

3. Consultancy :

The college train the faculty members for strengthen towards consultancy service where they get 100% of the revenue generated.

4. Health related measures:

Regular Eye-check up camps, Blood Grouping camps, general personal hygiene camps, cancer awareness programmes, programmes on yoga and Meditation are organized at the expenses of management for employees.

5. Relating to Finance

- Financial support is provided by the management to teaching staff for paper publications, attending national and international seminars and conferences.
- Financial assistance by way of registration fees, travel and accommodation are being provided to teaching staff for attending programmes.
- Salary in advance is provided to meet out special urgency for the staff.
- Festival advance is provided and they are deducted on monthly instalments.
- Advance for laptop purchase.
- To celebrate Holi and Dassehra every year Non-teaching staff are given Bonus.
- The children of administrative and supportive staff are given admission with scholarships and fee concessions in our college.
- Free bus facilities for college staff is also provided.

6. Other welfare measures

- Separate sick room facility
- Staff quarters for class IV employees.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 12.75

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	2	1	1	8

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

6.3.3

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

Response: 18

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	6	2	2	6

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 51.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	17	14	14	13

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

Teachers' Training College, Bhagalpur has a systematic performance appraisal system for Teaching & non-Teaching staff to assess its performance and productivity. In addition to the actual performance other aspects such as potential for future improvement, strengths and weakness are also factored into the appraisal. The performance of each employee is assessed annually after completion of one year services. Performance assessment details are recorded in the service register. Promotion and career advancement is fixed based on the performance assessment.

The performance of teaching staff is assessed on the following basis:

Their academic qualification, research experience and training, worked on research projects or carried out, publications, published paper in journals, book publications, chapter published in books, paper presentation: in seminars, conferences, symposia workshop, workshop attended, teaching and evaluation experiences, total teaching experience, course taught, duration. Evaluation experience includes paper setting, invigilation, evaluation, practical exam, viva-voce and centre superintendent. Other than that extension work and membership of professional bodies or societies are also recorded. Comparison of University results with college results gives a fare idea to the Principal and concerned faculty about the academic performance of the college. The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institution accords appropriate weightage to these contributions in their overall assessment. The filled by the Faculty Member is checked and verified by the Head of the institution and faculty members whose promotions are due are recommended by the institutional head based on this Proforma. On the other hand, all non-teaching staff is also assessed through annual confidential reports and annual performance appraisal. The various parameters for non teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations/Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting , efficient organisation of documents and technical abilities . Their overall assessment is based on the above mentioned parameters. Their performance is first assessed by the head of the institute and then forwarded to the management. Their increments and promotions are also completely based upon their performance appraisal system. On excellent performance, all employees are granted promotions and financial upgradation. The Performance Appraisal System significantly helps in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Audit

An audit is an objective and quantitative appraisal of financial position of an Institution. The auditors find out the financial position by analyzing financial statements and comparing the same with the books of accounts presented to him during the financial year. There are two types of audits viz., Internal audit and External audit.

Internal Audit

The internal audit process starts once the accounts are prepared and verified by Chief Accountant of our college. The Principal is also in the internal audit process before the statutory audit take place. Accounting documents and evidences like vouchers and invoices are audited regularly. The accounts section frequently verifies the records which are statutory obligation such as Provident Fund, Tax Deducted at Source, Income Tax Internal auditing is always conducted regularly and periodically just to verify the accounts by checking vouchers and entries for the transactions made during the particular financial year and verify the financial statements prepared. Thus, internal auditing helps the college to facilitate conducting of the external audit.

External Audit

The purpose of external audit is a statutory audit that every organization has to fulfill including the college at the end of financial year. Accordingly, the external audit in our college is done by qualified chartered accountant who verify all the financial transactions appearing in the journal and ledger and compare with bills and vouchers from where the entries are made. While auditing, the auditor also verify whether the accounts prepared match with Indian Accounting Standards. The external auditor not only

verifies whether the transactions are factual but also check the need for such financial transaction. At the end, he also certify the financial statement and give his opinion whether the statements presented show true and fair value. Fees collection, grants from various funding agencies and other grants received towards projects etc. are the sources of funds for the institution. All these items reflect the institution's in the college financial statement. The financial statements are also scrutinized by the finance committee and send it to the approval of the Governing body /college managing committee.

After approval of college managing committee, the audited balance-sheet alongwith income and expenditure is sent to file Income Tax return. As our institution runs under the aieges of the Trust-Srijan Development and Research Institute which is registered in Income-Tax department under section – 80G & 10(23c)

Name of the external auditor of own college

Shwet Kumar Choubey

M.N. 305623

UDIN – 23305623BHAVXR2996

Settling Audit Objections:

1. **Management Response:** Management of the college reviews the audit findings and prepares a response, addressing each objection or recommendation.
2. **Discussion and Negotiation:** If there are disagreements between auditors and management regarding findings, there may be discussions to clarify points and reach mutual understanding.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	.25	.225	3.5	0.2

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

Institutional strategies for mobilisation of funds and optimal utilization of resources are in place

A very effective and efficient mechanism is exercised for monitoring the mobilization of funds received from various sources. As our institution is a self financing institution, the main source of funds is the tuition fees which includes fees collected from enrolled students. In addition to the above, revenue from income received for conducting contact classes and examinations of University, NTA, CBSE etc., the government and private educational exams, conducted in our well-equipped classrooms. Donation and Alumni Contribution towards development of the college also forms part of the source of funds.

To ensure proper and optimum utilization of the funds mobilized, the institution is keen in the spending funds on a need based strategy. Salaries and other benefits for teaching and non-teaching staff occupy a major part of the expenditure. The college also spends for purchase of laboratory equipments, chemicals, computers and other accessories, teaching learning aids, ICT upgradation and maintenance expenses, sports equipment, books and journals, furniture, electricity, maintenance expenses of other equipment etc. The college also spends for advertising during the admissions and scholarships given to various categories of students. The requirements of funds are assessed based on the budgets submitted by the finance committee, budget proposals submitted by the various cells. After receiving the budgets and proposals they are submitted to the managing committee through the Principal. The management after

elaborate discussion sanctions the funds with direction for various methods of spending. Accordingly, the funds are distributed to various wings and are monitored for optimum utilization. The funds are also utilized for conducting different activities like Seminars, Workshops, Conferences, Faculty Development Programmes, Research and Development expenditure like provision of seed money, support for books and article publication, acquiring copyrights and patents. The funds are also utilized for conducting cultural events and celebration activities of students. In order to become eco-friendly and to make green campus, the college is spending for establishment of solar energy system, usage of LED bulbs, sewage water treatment plant etc. Surplus fund is used for the development activities.

Optimal Utilization of Resources

Thus our college secure optional utilization of its resources in following three stages:-

1. Institution Budget – Every year annual budget is prepared well in advance as per the needs and requirements of the college.
2. Purchase committee – The committee invites questions, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by the committee.
3. Accounts and Audit – All funds mobilised are properly accounted for in the Books of Account. Every year internal and external financial audit conducts by the Auditor.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell on 03-07-2019. As soon as the IQAC was established in the college in 2019, the process of quality enhancement and sustenance was begun through different strategies. The IQAC is consistently working on to promote the quality culture in its all spheres of the college activities by channelized efforts towards promoting holistic academic excellence. The IQAC monitors the implementation of vision and mission of the college. IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year. It has

been trying to institutionalise number of quality assurance strategies such as digitization of academic and administration facilities, gender equality, strengthening extension activities etc. Since then IQAC has become instrumental in suggesting a number of quality improvement measures in the college. During the assessment period the IQAC was successful in implementing and introducing several curricular, co-curricular and extra- curricular activities.

From 2019 onwards, IQAC was constituted with the following goals

- Communication of information on the various quality parameters of higher education
- Development of quality benchmarks for the various academic and administrative activities of the institution
- Documentation of the various activities leading to quality improvement.
- Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes.

The institution would like to highlight the following activities of the IQAC:

- Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators
- Improved teaching-learning and evaluation process
- Effective delivery of curriculum and enhanced usage of ICT tools
- Organising Seminars/Workshops/Conferences and Endowment lecture series
- Recognizing and felicitating distinguished alumni
- Organizing staff training programmes.
- Academic Audit and Green Audit.
- Clean and Green Campus

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

6.5.2

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

Response:

Our institution reviews its teaching-learning process periodically through IQAC. IQAC of the college is a coordinating and monitoring body for ensuring quality and excellence among various entities of the institution.

IQAC constantly strives for the improvement, enhancement and further development of the teaching-learning process. It engages both faculty and students to be proactive in the teaching-learning process. IQAC plays a significant role in developing new methodologies and facilitates ICT enabled teaching, learning and evaluation. It also works in synchrony with the Curriculum Development Cell and the Controller of Examinations to evaluate the outcome of the initiatives taken to ensure that the expected learning outcomes are obtained.

Example 1: Technologically enabled teaching-learning process

To keep pace with the latest developments in academia, the IQAC supports the use of more ICT enabled facilities for the students in the teaching learning process.

ICT enabled teaching strategies:

In addition to the traditional chalk and talk lecture method, the teaching learning process is implemented more effectively by incorporating the latest ICT tools in the process. The faculty members are given training in using a variety of ICT tools like Google Classroom, Google Meet, Zoom App etc. The faculty members are also trained in the preparation of e-content materials. The ICT enabled teaching ensures for both slow and advanced learners creates enough opportunities to learn with greater interest and to opt for self-learning.

Example 2: Improving Readiness in Teaching Industry

Improving the students to be ready for teaching industry is one of the important aspects considered in the teaching-learning process. The IQAC reviews periodically the industry readiness of the students and the necessary actions are carried out through curriculum updation, placement support, industry tie-ups, introduction of industry integrated programmes etc. and it results in a favorable learning outcome for enhancing the employment and entrepreneurial skill of the students. The employer being one of the stakeholders is involved in providing inputs to the college and based on the inputs, the college revises the curriculum and as a result, the curriculum is modified to suit the job market. further towards teaching industry rediness, value added courses also play a significant role by improving the competency of the students through enriched curriculum, internship training and projects etc.

These are a few example through which the institution regularly review its teaching-learning process, structures and methodologies of operation and learning outcomes through IQAC.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3

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

Response: 12

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	14	11	10	13

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)**5. Participation in NIRF**

Response: C. Any 2 of the above

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

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

Teachers' Training College, Bhagalpur review its teaching learning process, operation and learning outcomes on regular basis. The IQAC continuously monitors and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. The approach of IQAC is to focus on the process of learner-centered teaching learning and to evaluate it from time to time. The IQAC periodically reviews the learning outcomes and teaching process and suggests and regular expansion, up gradation and addition. Academic audit is conducted by an external expert.

Encouraged research activities

To encourage research activities among the faculty 'seed money' has been provided by the college. In the last five year it has been provided to 9 faculty members.

Organised value-added course

The college has been organized many value-added courses for the student every year. The topics are selected after consultation with the students. They include soft skill classes to enhance personality and employability of students.

Enhanced Formal Linkages

A total of 9 MOUs has been signed and number of activities have been conducted in collaboration with those institutions.

The library has been upgraded and more equipped

The college library is partially automated. It uses 'e-Granthalaya' Software, which is an cloud based integrated Library management System. The users (Staff and Students) can have access to check the titles, Reference Books, Journals from any-time and anywhere through a e-Granthalaya mobile app.

Prepared for CTET

The college has been introduced a structured curriculum that covers all the subjects and topics outlined in the CTET syllabus including child development and Pedagogy Language – I, Language –II, Mathematics, Environmental studies and social science.

Some more highlights of the quality initiatives taken by the institution:

1. Smart Board for effective teaching learning environment is installed.
2. Value added courses have been introduced by the college.
3. College website has been redesigned.

Good Governance

Our institution have made so many efforts to establish the practices of decentralization and Participation in management.

Decentralization of Power

A total democratic atmosphere Prevails in the college, the staff and students are given full opportunity to express their view and ideas. Important decision regarding appointment of staff, Purchase of expensive equipment etc. are taken in managing committee meeting. Admission and organizing academic activities are strictly adhered to T.M. Bhagalpur University. There are different committees to take decision on different issues.

Faculty Empowerment Strategies

A number of faculty development programs are conducted every year on the current topics and issues. Experts from the field are invited as resource persons.

Other Administrative Initiatives:

1. Training session regarding new policies initiated from time to time.
2. Computer Training for non-teaching staff.
3. Yoga training for stress management.

Soft skill training: Staff are encouraged to attend workshop and training programme.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Introduction

Teachers' Training College, Bhagalpur is teacher education center situated at Plot No. D - 9, 10 & NS Plot, Large Industrial Estate, Barari, Bhagalpur. It is established on 3rd July 2009 with a view to impart quality professional education and enhance the employment opportunities among educated youth. The principal aim of the college is to promote value and quality education, respect for norms of democracy, protection of environment, cultural transparency and moral value in private and public life.

In the light of principal aims of the college "Energy Cell" resolves its energy policy with different action taken time to time.

Policy Statement: the energy policy of our college includes:

1. Energy efficiency
2. Renewable energy
3. Energy conservation
4. Sustainable practices
5. Energy Education
6. Energy management
7. Green building
8. Transportation

The goal of our energy policy is to reduce the college's carbon foot print, minimize energy waste and promote sustainability

Action taken:-

1. Energy Efficiency: Implementing measures to reduce energy consumption, such as LED lighting, BLDC Fan and energy efficient equipment.

2. Renewable Energy: Institution has 10KW Bifacial halfcut solar plate and also has solar inverter with 10 tubular batteries of 150AH due to Bifacial solar plate we receive power in rainy and even winter season also. Another 15KW power inverter with 20 batteries of 150AH is also available to save power and to reduce reliance on fossil fuels.

3. Energy Conservation: Encouraging staff and student to adopt energy saving practices, such as switching of light and fans when not in use can contribute to overall energy conservation effort.

4. Sustainable Practices: Promoting sustainable practices such as recycling and reducing waste.

5. Energy Education: Incorporating energy related topics additionally into the curriculum and offering workshops and training programs.

6. Energy Management: Regularly tracking energy uses and the effectiveness of implemented measures allows the institution to identify areas for further improvement and adapt its strategies accordingly.

7. Green Building Practices: Building has measure innovation that incorporates energy efficient textures like improved internal lighting passive cooling technique.

8. Transportation: Encouraging the use of public transportation, electric or hybrid vehicle.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

The institutions “Waste management cell” resolves its “Waste management policy”

Policy Statement:

Teachers’ Training College, Bhagalpur adopts the principles of the “Maximum sustainable waste management” in the delivery of its waste management services. This can be achieved by its more efficacious use by involving the actual users i.e. the staff and the students in this practice.

Implementation Procedure:

The Institution takes initiative for the management of wastes which is generated within the campus.

Solid waste management:

The solid waste generated in the campus is demarcated into dry waste (inorganic) and wet waste (organic). Being a non-residential campus, generation of wet waste is confined largely to the canteens and pantry. Apart from this, small quantity of wet waste is generated through the disposal of leftover food by the students and the staff. The bulk of solid waste generated is dry, consisting of stationery like paper, wood and plastic. Primary collection is done through dust bins placed throughout the campus at strategically convenient locations and the secondary collection is done by the Municipal Corporation vehicle which visits the campus every day. Throwing of waste in open spaces is strictly prohibited and usage of plastic bags is discouraged within the premises of the college.

The college has implemented a solid waste management system which involves segregation of wet and dry waste, paper and green waste. Solid waste segregation is done by hand sorting. The dry waste which includes paper, cardboard, plastics, scrap materials is separated from others. Organic wastes like the leftover food, peels, scrapings from fruits etc. are also collected in bins separately.

1. **Food waste management:** The food waste generated from the college kitchen and canteen is collected, decomposed and used as manure to be used for gardening purpose.
2. **Plastic and paper waste management:** Plastic and paper waste is comparatively less. Institution reuse the paper (One-Sided) for off the record work of the college.
3. **Garden waste management:** Garden waste in the form of leaf litter is decomposed and use as manure.

Liquid waste management: Waste water from the bathrooms is collected through drainage pipelines, and drained out by the drainage system thereby avoiding stagnation of water inside the campus.

E-waste management

1. The disposal of e-waste is done periodically.
2. All electrical and electronic waste of LED light, LED Bulbs, Printer, Batteries, E-Vibrator, and Halogen light are stored in a room.
3. Teachers' Training College, Bhagalpur promotes an effective system of segregation, collection, and storage and eco-friendly disposal of waste.
4. The college segregates old computers batteries and wires and disposes them at regular intervals. The electronic devices have varying proportions of glass and metals. As these are handed over to the authorized agency "Simran Infotech" (A JSPCB authorized e-waste recycler)
5. Students are sensitized and encouraged regarding e-waste management and environment –friendly practices.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells
4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

Efforts of the institution for maintenance of:

Cleanliness: The College is supported with efficient contingency staffs meticulously working towards keeping the campus clean. Every day in morning cleaning team clean the classroom, labs, corridors, windows, etc. The Management room, library, multipurpose hall, principal office, H.O.D. B.Ed. / D.El.Ed. rooms are also cleaned. The language lab, ICT lab prepped as dust free zone to protect the equipment. The air conditions are annually serviced for efficient performance. Facility for clean drinking water is provided through a reverse osmosis unit's available on each floor. Regular cleaning of overhead tank is taken up, as it has two chambers, when one chamber is cleaned up other remains functional. The library, which is the hub of knowledge acquisition and learning is kept clean and dust-free. The book racks are dusted regularly.

Sanitation: Institution ensures uninterrupted water supply in all washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available and replenished from time to time. Separate bins for disposable materials are available for the convenience of the students. These are emptied every day. Adequate number of washroom, sickroom is provided to staff and students.

Green cover and pollution free environment: Teachers' Training college, Bhagalpur is located near bank of river Ganga inside the industrial area is prone to various pollution mainly air and noise pollution. We are endorsing and enforcing measures to make the college carbon-negative campus. Entire campus has well maintained lush green gardens having 42 Trees and 208 Plants. To address these issues, various species of plants (including medicinal plants) and trees are grown around the campus. Regular pruning and trimming is done to maintain by designated gardeners. The college is surrounded by beautifully landscaped gardens. Inside campus, there are innumerable variety of shrubs, trees and flowering plants and creepers adding to the serene atmosphere. Seasonal flowering plants are grown in the college throughout the year.

Medicinal plant Garden: The college has medicinal plant garden having local medicinal plants.

Pollution Free Healthy Environment:

1. Use of ceramic cup at college by teachers, staff and students in order to avoid using disposable cups to maintain hygiene and reduce environmental waste.
2. E-waste management.
3. Use of LED Bulbs in college.
4. Dustbins on the premises.
5. No use of plastic in campus.
6. Waste control entire campus.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

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

7.1.7

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

Response: 3.2**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
6.48	6.48	6	6	6

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

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

Teachers' Training College, Bhagalpur located on Plot No. D-9, 10 & NS Plot, Large Industrial Estate, Barari, Bhagalpur. It holds a significant place in the education in district due to its locational advantage. The college building is offered as a center of university examination from time to time. So far as the mentoring system available in the institution is concern it will very relevant to clarify that the management of the institution of college is fully dedicated to the student mentoring system.

Institution has vital role to play in fostering a symbiotic relationship with communities they serve. By strategically leveraging the local environment, knowledge, resources and cultural practices, institution can not only enrich its own endeavors but also contribute to the community's sustainable development and well-being. There are some of the following ways to exchange fosters empowers communities to address local challenges.

Teachers' Training College, Bhagalpur is always sensitive and emphatic towards social, environmental and community problems. Time to time the institution ignites sensitivity towards society and environment by various activities like visit orphanage Home, NSS Camp, Kisan Mela, Cancer Awareness Programme, Awareness Programme on Covid-19(Mask distribution), Helping hand Programme.

Following activities that institution put forth efforts leveraging local environment, locational

knowledge and resource and community practices and challenges.

Year	Number of initiatives address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date & Duration of the initiative	Name of the initiative	Issues addressed
2021	1	1	05-08-2021	Visit orphanage Home	Ramanandi Devi Hindu, Anathalay
2021	1	1	04-08-2021	Helping Hand Program	Distribution of mask
2021	1	1	20-02-2020	Agriculture University tour	Teachers' Training College, Bhagalpur
2023	1	1	04-09-2023	Mahindra Classes	Teachers' Training College, Bhagalpur
2024	1	1	17-02-2024	Kisan Mela	Teachers' Training College, Bhagalpur
2024	1	1	28-02-2024 to 05-03-2024	NSS Camp	Health, Public, Sanitation, Personal and Swachchhta Abhiyan
2024	1	1	02-02-2024	Cancer Awareness Program	JLNMCH, Mayaganj Bhagalpur
2024	1	1	06-03-2024	Mahindra Classes	Teachers' Training College, Bhagalpur
2024	1	1	24-04-2024	Voters Awareness Program	Teachers' Training College, Bhagalpur

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices**7.2.1**

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

Response:

Best practice 1

Title of the practice: Innovative teaching learning

Introduction: In an era of constant change, Teachers' Training College, Bhagalpur plays a pivotal role in equipping aspiring teachers with the necessary skills and knowledge to navigate the complexities of 21st century class room.

1. Teaching learning:

(A.) Curriculum Innovation: Embracing technology and active learning Teachers' Training College, Bhagalpur emphasizes a curriculum that fosters 21st century skills and prepares future educators for dynamic classrooms. Our college achieves this through curriculum innovation.

- **Technology Integration:** TTCB incorporates interactive apps (Zoom and Google Meet). Our college transforms passive learning into engaging experiences. Teaching practices in various schools during B.Ed. 2nd Year enhance their pedagogical skills.

Activity Based Learning:

- **Role playing experience:** By role playing experience students-teachers gain practical experience in handling diverse communication strategies.
- **Project-Based learning:** Teachers' Training College, Bhagalpur allows student-teachers to tackle real-world problems relevant to the education sector. By designing innovative learning plan for the students of specific learning difficulties project based learning is ensured.

(B) Faculty Development:

Workshops on education technology enables faculty with the necessary skills to integrate technology effectively in their teaching-learning. Various workshops cover the topics like using online platform for blended learning, creating interactive presentations and leveraging educational apps for student's engagement.

- **Training program NEP 2020:** The National Education Policy (NEP) 2020 brings about significant changes in Indian Education system. Teachers' Training College, Bhagalpur organizes seminar to help faculty to understand the new curriculum framework, pedagogy and assessment practices outlined in NEP 2020 ensures faculty member are well-versed in the latest educational reforms.
- **Conferences and Seminar Participation:** Teachers' Training College, Bhagalpur support faculty participation in National and International conferences and seminar which allow faculty to stay updated on the latest advancements in educations and network with colleagues from other institutions and their own research findings.

Best practice 2

Title of the practice - Cultivating a sustainable future: Green initiatives with vibrant landscaping.

Initially, the campus of teachers' Training College, Bhagalpur was undulating land, in a rocky and

barren terrain used for various industries, with no top soil and devoid of vegetation. Greening the campus was an urgent need of the Teachers' Training College, Bhagalpur and was given high priority. Today, Teachers' Training College, Bhagalpur campus abounds with evergreen trees, shrubs and many medicinal plants with highest levels of biodiversity. The campus of college is speared over 52045 sq. ft.

Green spaces and well-being: Teachers' Training College, Bhagalpur strategically placed trees and green spaces that provides cool shade, reduce noise pollution and improve air quality. These green spaces become sanctuaries for students, faculty to relax and recharge.

- **Sustainable transportation:** Teachers' Training College, Bhagalpur provides bus facility for faculties as well as students in order to reduce pollution.
- **Creating a habitat:** Teachers' Training College, Bhagalpur create diverse landscapes that incorporates a mix of trees shrubs and flowering plants. This makes campus more vibrant and bio diverse.

Water wise practices: Teachers' Training College, Bhagalpur utilizes rain water harvesting techniques to collect and store rain water for watering plants.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vision:

Vision of our institution is “To impart the highest level of training to future teachers to keep pace with modernization and globalization by adopting different innovative techniques in Teaching-Learning process”. With this view, our institution always celebrates different activities and important days.

Institutional distinctiveness:

Institutional distinctiveness also sets goal and aim like to generate social and cultural consciousness among teacher educators, our aim to produce future teachers with integrated personalities, who can prove as an asset in the national reconstruction. The college has a diverse demographic set where the girl's learners are dominant. The college has taken strategic decisions to provide infrastructural learning

resources in such a way that these learners are most attracted and participate spontaneously in the learning process. The college has undertaken various measures to suffice the needs of these learners like an infraction of value-added course, learner-centric curriculum and friendly teaching one side and infrastructure and learning resource with modern gadgets in another side. In recent years we do increase our female student's teacher ratio.

Teachers' Training College, Bhagalpur provides quality education to students. The head of an institution plays a key role in its successful functioning with the co-operation of well qualified and competent faculties the institutional goal is to provide holistic education to prospective teacher and to achieve this goal the objective of the institution envisage values oriented education, enhance skills and bring peace and harmony. In order to carry on and to regulate varied institutional functions different committees perform their assigned works.

Priority and Functions:

(i) Safety and Security:

The Teachers' Training College, Bhagalpur has provided the following safety and security measures.

1. The institution has high-quality CCTV Cameras installed all over the campus to track the activity of every student teacher and thus ensuring their safety inside the campus.
2. The institution has a various cell like the student's Grievance Redressal cell, Placement cell, Sexual harassment cell, Anti ragging cell, internal complaint cell etc. It is related to academic and non-academic matter such as assessment, victimization, and harassment by college student teachers.
3. A fire extinguisher is very essential when students' gatherings and large labs are the places where a large number of student work with equipment. Auto fire sensor is installed near main electric panel.
4. A lightning conductor is installed at the top of the building for safety
5. Building is structurally safe from earthquake up to 6.8 Richter scale.
6. Biometric attendance for teachers and students.
7. No open electric wires, telephone wires in the campus.

(ii) Common Room:

Common room facilitates are available at academic wings for both boys and girls. These rooms are sufficiently furnished and maintained with good hygiene and sanitation, indoor sports materials, which are effectively used during the recess.

Teachers' Training College, Bhagalpur has visitor's room separate toilets for boys and girls and free Wi-Fi available in this campus.

Session	Male Students	Female Students
2019-21	95	105
2020-22	117	83
2021-23	90	110
2022-24	114	86
2023-25	78	122

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

5. CONCLUSION

Additional Information :

Our college TTCB involves in creating and promoting a research culture among the faculty and students. College promote the research activities and motivate the faculty members through providing seed money, study leaves and organizational support to the faculty engaged in research and publishing books and research articles in UGC approved journals.

To facilitate more research, the research cell under IQAC organizes conferences, seminars and FDPS. The college also organizes national level workshops to enrich the research culture among teachers and students. Besides this our college also conducts innovative out reach activities for social change in the field of education, awareness, empowerment of women, environmental protection and other social issues. Field trips and internship are encouraged by the college to strengthen experiential learning and faculty enrichment programmes. Seminar, symposiums, special lectures and workshop are regularly organized by our college to meet the emerging academic and research needs and thus helps in expanding the horizon of learning for students and faculty members.

Concluding Remarks :

In conclusion, the self-study report has provided a comprehensive assessment of our institution's strengths and areas for enhancement. Through this meticulous process, we have highlighted our key achievements and accomplishments with identification of critical areas where we can enhance our performance.

Our commitment to quality enhancement is evident through various initiatives such as teaching learning, student progression & support. We are dedicated to develop a culture of excellence and continuous improvement, ensuring that our institution remains a leader in providing high-quality education.

Looking ahead, we have outlined strategic goals aimed at addressing the gaps identified during our self-assessment. Our future plans will guide us in our pursuit of academic and operational excellence.

We would like to express our sincere gratitude to all stakeholders involved in this self-study process. Their input has been crucial in creating a thorough and accurate picture of the caliber and efficacy of our institute. We are unwavering in our resolve to sustain the greatest standards in research, education, and community involvement as we go forward; making sure that our institution flourishes and performs well.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>127</td> <td>124</td> <td>121</td> <td>131</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Input edited as per metric 1.3</p>	2023-24	2022-23	2021-22	2020-21	2019-20	134	127	124	121	131	2023-24	2022-23	2021-22	2020-21	2019-20	1	1	1	1	1
2023-24	2022-23	2021-22	2020-21	2019-20																	
134	127	124	121	131																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
1	1	1	1	1																	
2.1.3	<p>Percentage of students enrolled from EWS and Divyangjan categories during last five years</p> <p>2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>16</td> <td>9</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>13</td> <td>9</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2023-24	2022-23	2021-22	2020-21	2019-20	5	16	9	3	1	2023-24	2022-23	2021-22	2020-21	2019-20	2	13	9	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
5	16	9	3	1																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
2	13	9	0	0																	
2.2.2	<p>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</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 																				

4. Learning Enhancement / Enrichment inputs**5. Collaborative tasks****6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
25	20	28	30	18

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : Input edited as link to LMS is not opening

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input edited as per supporting documents

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

- 1. Special lectures by experts**

	<ol style="list-style-type: none"> 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input edited as per supporting documents</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per supporting documents</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : Input edited as per supporting documents</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school

	<p>2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input edited as per supporting documents</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <p>1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per supporting documents</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <p>1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students</p> <p>(* 'Schools' to be read as "TEIs" for PG programmes)</p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : Input edited as per supporting documents</p>
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <p>1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input edited as per supporting documents</p>

2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per supporting documents</p>																				
2.7.2	<p>Average pass percentage of students during the last five years</p> <p>2.7.2.1. Total number of students who passed the university examination during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 869 1046 1003"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>188</td> <td>288</td> <td>285</td> <td>274</td> <td>226</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1084 1046 1218"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>188</td> <td>196</td> <td>196</td> <td>187</td> <td>188</td> </tr> </tbody> </table> <p>Remark : Input edited as per metric 1.4</p>	2023-24	2022-23	2021-22	2020-21	2019-20	188	288	285	274	226	2023-24	2022-23	2021-22	2020-21	2019-20	188	196	196	187	188
2023-24	2022-23	2021-22	2020-21	2019-20																	
188	288	285	274	226																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
188	196	196	187	188																	
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per supporting documents</p>																				
3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p>																				

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
4	5	3	1	3

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	3	1	2

Remark : Input edited as per supporting documents

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
265	290	185	70	185

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
135	190	185	70	115

Remark : Input edited as per 3.3.1

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
280	180	220	75	190

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
200	180	200	75	190

4.1.2	<p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 15 Answer after DVV Verification: 10</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 27 Answer after DVV Verification: 27</p> <p>Remark : Input edited as per supporting documents</p>																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 909 1046 1084"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>178.3559 8</td> <td>191.6639 06</td> <td>247.1229 95</td> <td>46.07404</td> <td>5.755</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1162 1046 1337"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>191.6639 06</td> <td>247.1229 95</td> <td>154.49</td> <td>0</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	178.3559 8	191.6639 06	247.1229 95	46.07404	5.755	2023-24	2022-23	2021-22	2020-21	2019-20	0	191.6639 06	247.1229 95	154.49	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
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2023-24	2022-23	2021-22	2020-21	2019-20																	
0	191.6639 06	247.1229 95	154.49	0																	
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per supporting documents</p>																				
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last</p>																				

five years. (INR in Lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
.9867676	.05891	.06517	.05267	.36546

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	.05891	.06517	.05267	.36546

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : Input edited as per supporting documents

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

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

	<p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 or 5 of the above Remark : Input edited as per supporting documents</p>
<p>5.1.3</p>	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input edited as per supporting documents</p>
<p>5.1.4</p>	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : Input edited as per supporting documents</p>
<p>5.4.2</p>	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery

5. Student mentoring**6. Financial contribution****7. Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input edited as per supporting documents

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
8	3	1	6	22

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
7	2	1	1	8

Remark : Input edited as per supporting documents

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

Short Term Course and any other similar programmes during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
26	23	14	14	13

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
18	17	14	14	13

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2.01101	.25	.225	3.5	1.65

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	.25	.225	3.5	0.2

6.5.4 Institution engages in several quality initiatives such as**1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements****2. Timely submission of AQARs (only after 1st cycle)****3. Academic Administrative Audit (AAA) and initiation of follow up action****4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input edited as per supporting documents

7.1.3 Institution waste management practices include**1. Segregation of waste****2. E-waste management**

	<p>3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per supporting documents</p>
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <p>1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per supporting documents</p>
7.1.9	<p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <p>1. Code of Conduct is displayed on the institution's website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per supporting documents</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>200</td> <td>200</td> <td>200</td> <td>200</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	200	200	200	200	200	2023-24	2022-23	2021-22	2020-21	2019-20					
2023-24	2022-23	2021-22	2020-21	2019-20																	
200	200	200	200	200																	
2023-24	2022-23	2021-22	2020-21	2019-20																	

394	408	408	393	389
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1.4 **Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
193	196	196	192	191

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
194	205	203	193	189

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
193	196	196	192	191

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
188	201	197	187	188

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
245.572857	242.747961	299.25133	98.4022708	59.353554

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
266.8618	242.747961	299.25133	98.4022708	59.353554