



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**BHAGWAN PRASAD SHEONATH PRASAD B.ED.
COLLEGE**

PATNA ROAD, VILL-KERA BHAKHARUA MORE
824143

www.bpspbedcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bhagwan Prasad Sheontah Prasad B.Ed. College is Co- educational College situated in Daudnagar, Aurangabad, Bihar. It was founded in 2011 by Vagisha Educational Trust Bhagwan Prasad Sheontah Prasad B.Ed. College is Recognized by NCTE , and affiliated with Magadh University Bodhgaya, Bihar. Since the college was established gradually it becomes one of the most reputed Teacher education Institution in that region. The college has made significant Contributions in the field of Teacher education by providing quality education to develop competent educators. The college campus has 0.82 Acres Built up area in 4060 sq.mts. located in urban sector. The College is situated in the Lab of nature with lush very green campus. The College has well furnished class room, well equipped laboratories, well maintained library and canteen. The canteen with cafeteria has enough space, neat and clean and also available hygienic food for student- teachers and faculties. The campus has healthy and eco friendly educational environment. college has made systematic efforts to build excellence in teaching, learning, research, extension activities and employability of the students. The college is surging ahead in the right direction under the stewardship and collective wisdom of learned and able Management. Dr. Prakash Chandra. They have taken efforts to fulfill short term as well as long term goals through promoting and establishing advanced infrastructure. The college has the required teaching staff and infrastructures as per the NCTE norms. IQAC was established in the year 2016 and has been functioning as a catalyst for many processes about quality sustenance and enhancement of the college

Vision

- The Trust perceives the teacher education as the core of the educational and socio-economic well being of society
- Teacher Education is a constructional material for
- Reconstructing moral and ethical values of society
- Formatting the basic skills of society
- Providing a broad and stable base to the development of higher skills
- Trust also believes that the teacher education practices need serious reconsiderations and modalities in changing global and societal functioning.

Mission

- Create a multitude of institutions for conducting and structuring the learning process at various stages i.e. Primary, Pre-primary, Middle, Secondary, Senior Secondary, Under Graduate, Post Graduate and Research in General Education.
- Make endeavours to organize vocational streams, technical education and multi disciplinary fields of training for developing entrepreneurship and leadership by providing innovation in the field of management, engineering, technology and medical disciplines.
- Produce highly skilled and qualified professionals equipped with requisite applied knowledge and abilities to improve the socio-economic conditions of the society with special emphasis on rural development.

The college associates with schools of repute, colleges of education and other prestigious organizations. Nurturing the creativity in young minds has been one of the top preferences of the institute. With this motto, the college encourages students to use innovative practices while teaching the children in schools. This is a platform wherein students get a chance for hands-on learning with all the tools to explore their talent and creativity. The college promotes sports and extracurricular activities, and community welfare activities. The college emphasizes on the importance of inculcation of human values and motivates its staff members and students to participate in social activities. It also encourages the students to participate in Society Outreach Programs like Swachh Bharat Abhiyan, etc.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Emphasis on Value education System through morning assembly, clubs & societies and curricular activities and celebration of important national and international days.
- Encouragement to faculty members to participate in seminars, workshops, refresher and orientation courses by providing duty leave for professional growth.
- Located in a tranquil and eco- friendly environment.
- Well qualified staff (as per NCTE norms).
- All-round development of teacher trainees through cultural, sports and self-identify workshops.
- Career guidance camps are organized in schools for students, to give information on career option in different numerous disciplines.
- Research culture is developed under the guidance of eminent academician and highly qualified faculty.
- The college has a completely transparent examination process.
- Transparent admission process and recruitment process.
- The College has Anti-ragging cell, Grievance cell and committee against sexual harassment etc.
- An active IQAC plays a significant role in periodically reviewing the teaching-learning process and introducing quality initiatives and supporting the growth and expansion of the Institution.
- Located in a tranquil and eco- friendly environment.
- Fully Green Campus
- Experienced, qualified and competent faculty.
- Annual structured feedback is obtained from stakeholders about the institution.
- All the Faculty members are well versed in use of computers/laptops and multimedia.
- Wi-fi Campus.
- Clean water facility with RO System.
- Library, ICT facilities and Reprography facilities.
- Extra ordinary achievements in cultural, literary, sports, NSS, Scout and Guide activities.
- Transparency, diversity, and inclusiveness in the admission process
- Academically encouraging and conducive atmosphere, dynamic and diverse student population, and qualified, experienced, motivated teaching, non-teaching staff.
- More Field Visits and Study tours for students.

Institutional Weakness

- Higher proportion of students with poor economic background.
- Limited academic flexibility since we are implementing Magadh University
- Lack of local schools supporting resource mobilization and employment generation
- Need to strengthen more placement activities and drives in the institution.
- Lack of English communication skill is the major setback of the students' growth.
- Hostel facility is not available.

Institutional Opportunity

- Developing more linkages with reputed public schools.
- Developing collaborations with Institution and universities.
- Organization of National and International seminar and conferences
- Scope for improvement in sports activities, cultural activities
- More Field Visits and Study tours for students.
- Implementation of LMS (Learning Management System)
- Proper guidance for Competitive exams and Career Counselling to be provided to outgoing students.
- Scope for improvement in culture activities like tribal dance, Tribal food festivals, tribal fashion show etc.

Institutional Challenge

- To Procure and install latest equipment's and software related to E-governance, e-learning resources, and e- content creations.
- Door step transport facilities for students and teachers.
- Technology transfer to academic to students of rural background.
- The demand for B.Ed course remains constantly high, which leads to mismatch between the intake and the Institutional capacity.
- To encourage parents to allow their talented girls to take part in cocurricular or literary activities outside the city or in other institutions.
- To encourage the teachers to present papers in national/International level conferences.
- To motivate the faculty towards sustainable, purposeful and socio- oriented research by getting research paper published in UGC listed journals and involving them in completing their Ph.D. work and attending national and international seminars and conferences.
- Lack of Finances from Govt. Agencies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Bhagwan Prasad Sheontah Prasad B.Ed. College follows the syllabus prescribed by the University. Faculty members, Incharge and member of board of studies, are involved time to time in curriculum revision to suit to

local context. Curriculum transactions in internship programs are based on the interest and demands from student & practicing schools, which cater student's diverse needs. Academic council meetings are held on regular basis to prepare an annual plan & work accordingly, with the collaborative efforts of Head of Institution, faculty members, Principals of practicing schools, students, Experts in the field of education and Alumni. Institution provides adequate choice of course as optional, elective including pedagogy, value-added, self-identity courses which not only prepares them as school teachers but also as teachereducator, curricular planner and administrators. Institutions provide opportunities for students to acquire positive attitude towards teaching and learning process & demonstrate and transect knowledge. Teaching skills and value are also developed in student teachers through theory paper, internship programs in school, teacher education institute, community work, literary, cultural & sports events, action research field visit etc.

- In its 'quest for excellence', the College has adopted a well-structured mechanism for the effective implementation and delivery of the curriculum. The academic activities are documented through academic calendar, class time tables and teaching plans. Teachers take utmost care to complete the syllabus in time. Academic excellence is given prime importance both by IQAC.
- Feedback is analyzed and reports of action taken on it are displayed on the college website. The college strives for the empowerment of women through quality education.
- The Institution has taken initiative to start a Value-Added Course on Teaching Aids which helped the student teachers in providing hands on experience to prepare improvised teaching aids and proper use of teaching aids in teaching learning process that are useful for effective internship programme.
- The college is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics.

Teaching-learning and Evaluation

Teaching and learning experiences are provided to affect a metamorphosis in the students. Bhagwab Prasad Sheonath Prasad B.Ed. College puts in real effort to kindle the fire of virtue and wisdom in the students. The college admits students in compliance with norms and Reservation Policy of Magadh University, Bodhgaya, Bihar and State Government. The entry level performance of student teachers is assessed through various levels such as self-introduction, talent hunt programme etc. Student diversities are identified and are addressed through a variety of mechanisms like peer tutoring, remedial classes, micro teaching classes, field visits, providing learning materials etc. The college conducts remedial teaching and special attention is paid to slow learners. For intellectual development, students are given projects, sessional works and assignments. Experiential learning like field visits, group projects, working models, participative learning techniques like group discussion etc. and is adopted to ensure optimum learning outcomes. Career Counselling Cell and Mentor- Mentee groups deal with academic and stress related issues.

Criteria dealt with Average enrollment percentage of students during last five years including reserved categories (SC, ST, OBC). After admission the entry level behaviours of students are assessed and student diversities in terms of learning needs are given consideration. Institution has provisions for catering to differential student needs through, Feedback / Tutoring, Remedial Learning Engagement, Learning Enhancement / Enrichment inputs, Collaborative tasks and Multilingual transactions. Faculties use different teaching-learning strategies including participative learning, problem solving methodologies, brainstorming, focused group discussion, and take help ICT while teaching. Learners are also encouraged to use ICT in theory

courses, Practice teaching, Internship and field work. Teaching learning process is designed to acquaint learners with recent developments in the field of education and foster creativity, innovativeness, intellectual skills, empathy, and life skills. Institution prepares trainee teachers for their future through developing teaching competencies and skills such as communication skills, ICT skills, classroom management skills, formulating learning objectives, lesson planning, identifying varied student abilities, visualising differential learning activities according to student needs and assessing student learning by developing tools of assessment and organize academic and extracurricular activities.

Infrastructure and Learning Resources

Institution has adequate facilities for teaching learning which is compatible with the norms and regulations prescribed by NCTE for B. Ed. program. The teaching learning infrastructure of the institution covers almost all the aspects of student's progression and development. This progress is facilitated through the available infrastructure in the institution including classrooms, seminar hall, multipurpose hall, library, labs, subject resource centers etc. The security infrastructure of the institution consists of CCTV cameras and security personnel. The special premises of institution like general hall, library and principals' room are under CCTV surveillance. The institution also maintains facilities like clean drinking water, canteen, toilets and washrooms in convenient places. To meet the learning needs of differentially abled students the institution has maintained specifically two smart class rooms in ground floor and designed accessible toilets and ramps. In order to execute curricular programs in an efficient manner the institution has active committees and cells. Well-furnished staffroom with personal locker, computer and internet facility is available for teaching staff. The access of internet is provided to every department, administrative office and library. The institute has a sport-infrastructure in form of playground for Kabaddi, Kho- Kho, and badminton. Well-furnished, semi-automated and computerized library with about 7400 books and magazine, journals 225, Encyclopedia 80. The Institute has adequate facilities for teaching-learning with smart board, LCD projects, desktop and Wi-Fi facilities in classroom.

The following infrastructure and learning facilities are available in the institute-

- Electricity Transformer
- Soler panel
- Vermi Compost
- Rain Water Harvesting
- Play Ground
- Generator
- Smart Class
- Water Tank
- Guest Room
- Visitor Lobby
- Administrative Block
- Principal Room
- Office
- Bio Metric

- Boys Common Room
- Girls Common Room
- Canteen
- CCTV
- Class Room for Study
- Conference Hall
- Curriculum Lab
- I.T Lab
- Faculty Room Female
- Faculty Room Male
- Fire Extinguisher
- Green Campus
- Guard Room
- Health Lab
- ICT Lab
- Language Lab
- Library
- Multipurpose Hall
- Seminar Hall with ICT Enabled
- Music Room
- Physical Education Lab
- Play Ground
- Psychology Lab
- Record Room
- Safe Drinking Water
- Science Lab
- Math Lab
- Security
- Store Room
- Toilet for Boys
- Toilet for Girls
- UPI Service
- Workshop
- Yoga Room

Student Support and Progression

Bhagwan Prasad Sheonath Prasad B.Ed. College has established system of providing scholarship from in-house funding in the form of fee concession to different students under various categories which proves highly successful in getting university positions. The college organizes various activities for enhancing the soft skills, language and communication, life skills, and ICT/computing skills of the students. It also conducts seminars for the betterment of career advancement of the students. Different cells focuses on the advancement of students to counsel the variety of ideas in creating multiple learning resources in the fields of life skills. The college has established Grievance Redressal and Prevention of Sexual Harassment Cell for handling various grievances and for the protection of students and staff. Zero tolerance policy regarding sexual harassment and ragging cases has been adopted by college and the Cell maintains the same. Student representatives are included in various committees of the college so as to provide them opportunity to be a part of organizing various events.

Following additional services are provided to students for enabling them to complete for the jobs and progress to higher education. Time to time extra classes for central and state level eligibility test is organized in the institute. There are availability of daily employment news in the library. Job related news is displayed on the notice board. The faculty members are always ready to counsel the trainees for their best performance in competitive exams.

- The placement activity facilitates the teacher trainee professional growth as a school teacher or teacher educators.
- The institute has a transparent mechanism for redressed of teacher trainees grievances related to sexual harassment and ragging cases.
- The college has beautiful premises, a well-developed campus with essential facilities with modern technology. It offers all modern amenities required for overall development of the students. Library, Girl's and Boy's Common room, seminar hall, audio visual classrooms, computer and broadband internet facility, gymnasium, playgrounds, vehicle parking, canteen etc.
- The college has outstanding performance in extension, social outreach activities and in sports. Some students have represented in the university level programmes and also represented the college to state level etc.

Governance, Leadership and Management

Bhagwan Prasad Sheonath Prasad B.Ed. College is to develop the excellent academic benefit to the students throughout the year in all respect. This institution has a strong Governing Body with a good leadership activities. Different academic with sports and cultural committees and sub-committees are constituted to implement the institutional strategic plans. The Governing Body of the college play a vital role to appoint teaching and non-teaching staff as per NCTE guideline and approval which accordance to the affiliated body as and when required. The mission of the college is universal access of learning irrespective of the caste and creed and among all the society. College Account Section observes all sorts of income and expenditure including academic, administrative and other cases which are taken for the development purposes of the college also. College accountant the purchasing procedure with the guideline drawn up by the Governing Body of the college. The institution regularly conducts Audit by an accountant. The institution has a Grievance Redressal committee to maintain good Governance. It is properly executed through wide discussion in various committees. Another feature highlighted in the criteria is about the qualitative strength of faculty members who are appointed purely on merit considering their academic achievements. The procedure for appointment is transparent and clearly stated. The day-to-day administration and working are carried out through committees, clubs and associations. The criteria give the glance on measures adopted for the continuous professional development of teachers and the programme undertaken by the faculty members in last 5 years such as seminar/workshop/training programme for administrative staff capacity building programme, life skill development programme. Details regarding document are mentioned in this criterion. The constitution and working IQAC of the Bhagwan Prasad Sheonath Prasad B.Ed. College are clearly visible in the minutes and action taken report.

Institutional Values and Best Practices

Bhagan Prasad Sheonath Prasad B.Ed. College identifies and makes different committees and share good

practices. The students give their feedback in the mid of session and at the end of the session. Pupil teachers have been divided in different houses for their active participation. Staff gives feedback in the staff meetings where the faculty members interact and express their own achievements and limitation and also share their views. Similarly the management shares the ways and means for the betterment of the institution in meeting in which the management, Principal of the institution and staff representative interacts and gives their views regarding best practices. The institute has a vast open land in the college building where several of trees are surrounding the boundary wall. In the regular manner trees plantation programme have been done to increase the beautification of the college campus. Management motivate students in the plantation programme inside the college. Arrangement of seasonal flower garden are also made to make the sense of beauty of the institution. Thus this institution always take steps for maintenances of modesty, discipline, tolerance to different faiths and co-operative understanding with the essential values whatever obstruction raise in any circumstances.

- The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.
- The institution is ready to foster an environment of creativity innovation and quality improvement.
- The institution caters to inclusive practices and better stakeholder relationships.
- The institution adopts quality management strategies in all educational and administrative aspects.
- Bhagwan Prasad Sheontah Prasad B.Ed. College, distinctiveness lies in providing in-service teacher training to school teacher, principals, teacher educator for enhancing personal and professional competency. Material and module development for students and teachers in areas of gender sensitization, happiness & well-being, classroom management, career guidance.
- Bhagwan Prasad Sheontah Prasad B.Ed. College is committed to encourage green practices to develop plastic free campus, green landscaping with trees & plants. Institution has procedure for waste management like ewaste management, and rain water harvesting and water conservation.

Research and Outreach Activities

Institution has envolved appropriate policies and practices to promote and encourage involvement in research by the faculties. These policies ensure necessary incentives for the faculties to participate not only in research related programs but also in the participation of research related seminars and conferences. The college organizes seminars, workshops, Faculty development programmes etc. College also provides time table adjustment if any teacher wants to attend pre-Ph.D. course-work. College permit all of the above facilities to teachers by considering college functioning will not suffer. The outreach activities of the institution focus on working with other institutions and bodies to raise aspirations and motivation among student teachers in order to widen participation in societal issues and concerns. All the activities offered opportunities for the students to build mutual relationships and support community in knowledge sharing. The institution also associates with other charity organizations and initiatives. The institution organizes various culturally and socially responsible activities in the neighborhood community in terms of education, environmental issues, health and hygiene awareness, and socio- economic development issues. organisation of hands-on/ workshops / seminars/ conferences on several cutting-edge issues and academia innovative practices are a regular feature in the college.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHAGWAN PRASAD SHEONATH PRASAD B.ED. COLLEGE
Address	Patna Road, Vill-Kera Bhakharua more
City	Daudnagar
State	Bihar
Pin	824143
Website	www.bspbedcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Amit Kumar	06328-7542927888	9304410239	06328-22804 3	bspbedcollegedn @yahoo.in
IQAC / CIQA coordinator	Pankaj Kumar	06328-9956622367	9955622367	06328-22284 3	pankajkumardaudn agar@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Bihar	Magadh University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	12-09-2011	248	Permanent Recognition

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	Patna Road, Vill-Kera Bhakharua more	Urban	0.82	4060

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,BEd	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	1				0				31			
Recruited	1	0	0	1	0	0	0	0	26	3	0	29
Yet to Recruit	0				0				2			
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	13	2	0	15
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				2
Recruited	1	1	0	2
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.	1	0	0	0	0	0	4	2	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	22	1	0	23
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	102	0	0	0	102
	Female	98	0	0	0	98
	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	12	8	16	4
	Female	10	10	5	7
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	75	91	78	30
	Female	76	51	67	37
	Others	0	0	0	0
General	Male	15	20	15	10
	Female	12	20	18	8
	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	97

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multi disciplinarily draws on knowledge from different disciplines but stays within their boundaries. Teamwork involving multiple disciplines is increasingly emphasized in research, services,
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education and policy. We aim to have teachers with a range of capabilities and who embrace learning and teaching challenges and are responsive to changes in the education environment. The subjects as Childhood and Growing Up, Contemporary India and Education, Learning and Teaching, Drama and Art in Education, Critical Understanding of ICT, Understanding Disciplines and Subjects, Pedagogy of School Subject, Reading and Reflecting on Texts can be taught by multidisciplinary approach. The following efforts are to made – 1. Qualified and experienced teachers: - Teacher’s qualification according to nature of the subject. 2. Adoption of the appropriate teaching methods: - Class room teaching, workshops, field trips etc. Teacher Education is not limited to a particular discipline but rather is a blend of multiple knowledge content. Integrating a multidisciplinary approach in teacher education is a must so that the prospective teachers get a more holistic understanding of the world. Rather than looking at individual subject and their subject content in isolation, a multidisciplinary approach would integrate different realms of knowledge and make teaching learning more wholesome. At present our institution uses a multidisciplinary approach while transacting both the practical and theoretical aspects of curriculum.

2. Academic bank of credits (ABC):

Keeping in view the objectives of NEP 2020. Bhagwan Prasad Sheonath Prasad B.Ed. College roots for implementation of academic bank of credit in B.Ed. curriculum and believes that it will help to promote student centric education, learners, friendly teaching approach, develop interdisciplinary approach, provide opportunities to choose courses of one's own interest and learn at own pace. The institution is an affiliated college of Magadh University, Bodhgaya therefore we are adhere of rules and regulation. The college will adopt the policy in regard to ABC as provided by the affiliating university.

3. Skill development:

B.Ed. curriculum has scope of skill development through various field based activities and optional papers. On the lines of NEP 2020, our College encourages skill developments as needle work tailoring work, bamboo work, tie and dye, doll making, physical and health, meditation, yoga, environmental in optional papers opted by interested

trainees. The internship program is an excellent opportunity for the trainee teachers to develop professional attributes of teaching profession. Various field based activities in the form of practicums and the co-curricular activities form the base of skill development. It is also fosters cooperation and other life skills which are necessary for teaching profession and human life as a whole. The institute has the facilities to arrange a proper set up for skill development and training in actual situation so far as internship phase is concerned, at the time of pre-internship training and post internship evaluation. Teacher educators can work to train the Pupil-teachers for set of various skills.

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

Faculties of Bhagwan Prasad Sheonath Prasad B.Ed. College adopt bilingual mode for delivering the content. For that purpose teachers use the library and computer facilities. To preserve and promote Indian languages our institution have integrated of Indian Language and Culture which as guided in curriculum by the Regulatory Authority NCTE. Regarding the adoption of Indian languages, the college offers various Indian languages like Urdu, Khorta, Kurudkh, and Nagpuri subjects in B.Ed. courses. Preservation and promoting of languages is one of the target of the College in future.

5. Focus on Outcome based education (OBE):

Align with NEP 2020, the B.Ed. syllabus in our college at present emphasizes the explicit declaration of learning out comes. The trainee teachers at the entry level are apprised of the tasks which they are expected to perform during and after completing the course and to measure what standard they have achieved professional excellence. The trainee are taught how to identify requisite learning outcome for their respective content areas and how they are going to assess their respective future students on the basis of the prescribed learning outcomes. Outcome Based Education possesses the power to transform the learning experience of students and must be embraced by educational institutions for enhancing their knowledge & skills. The university offered B Ed program has its own has clearly stated Programme Outcomes (PO), Programme Specific Outcomes (PSO) and Course outcomes (CO).The subjects taught in the semesters has its own specific outcomes. To orient students and teachers about the OBE. The IQAC of the institution has taken progressive steps.

	<p>Apart from that institution also suggests students Exposure to challenging assignments and seminars for group discussions., Emphasis on developing research-oriented skills, Emphasis on differentiated learning for inclusive classrooms, Value based education through curricular and co- curricular activities, Rubrics based assessments for all internals, projects, practical aspects, practice teaching and internship programme are some initiatives for acquainting.</p>
6. Distance education/online education:	<p>Bhagwan Prasad Sheonath Prasad B.Ed. College recognized as a regular college so there is no provision for Distance Education But after Covid -19 we follow online education mode for teaching and learning .NEP 2020 recognize the importance of leveraging the advantages of technology wherever traditional and in- person mode of education are not possible. Bhagwan Prasad Sheonath Prasad B.Ed. College to work ICT based education to meet the current challenges of providing quality education. ICT is incorporated in various aspects of teaching learning like as- online teaching, online assessment and use of E-resources. The various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom, Google, using videos as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes (Electoral Literacy Club)
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?	Students' Co-ordinator and Co-ordinating faculty members are appointed by the Bhagwan Prasad Sheonath Prasad B.Ed. College. Faculty Coordinator Student Coordinator 2022-24 Mr. Pankaj Kumar, Dr. Sarika Thakur.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	Activities done by Electoral Literacy Club of Bhagwan Prasad Sheonath Prasad B.Ed. College. 1. Voter Registration camp for the eligible students in

<p>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 campus. 2. Our students participate in Voter Awareness Campaigns aimed in educating the public. 3. To create awareness and interest among faculties and students through workshops. 4. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience.</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 Electoral Literacy Club takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To educate the target population about voter registration, electoral process and related matters through hands on experience. 2. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 3. 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.</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>Voter registration drive conducted at Institute for above 18 yrs. of age students. The students above 18 years who're to be enrolled as voters are sensitized about democratic rights which consist of casting votes in elections. We conduct mock polling interest to offer the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programs which create a recognition concerning electoral strategies. Voter registration drive conducted at Institute for above 18 yrs of age students. & conducted voter awareness rally students of Bhagwan Prasad Sheonath Prasad B.Ed. College.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	97	75
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	130	130	130
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	97	75
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	97	75
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	48	37
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	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..

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

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)..

2022-23	2021-22	2020-21	2019-20	2018-19
2.82	4.94	2.24	2.10	2.27

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 40

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:

Bhagwan Prasad Sheonath Parsad B.Ed. College is an affiliated college under Magadh University , Bodhgaya , which imposes certain parameters within which the college functions in terms of the curriculum design and coverage, allocation of time for teaching and tutorials. The College aligns its goals with the goals of the affiliating University, personal goals of trainee teachers and goals of society. Having clarity in vision and mission, we are firm believers in the philosophy that attributes characteristics such as discipline, hard work, intellectual curiosity which interact with intellectual rigour in ways that are indispensable tools in our pursuit of excellence. The institution periodically reviews and adapts the prescribed curriculum to meet the needs of local context. For this purpose, the teacher educators try to inculcate among the trainee teachers, qualities of being a good teacher who would be capable of handling local students' needs. The institution inculcates professionalism in students by maintaining strict discipline during the academic year and especially during practice teaching sessions, through individualised attendance register and activity book for each school. The institution organises excursion and community outreach activities to generate a quest for lifelong education in trainees. For fulfilling the educational aims and objectives the institution draws up an Academic Plan for each session. The plan is formulated keeping in mind the guidelines of the affiliating University. This plan is made for each semester and has a detailed outline of the theory and practical classes to be held, the internal and external exams to be conducted, the dates of assignment submission, the date of excursion and co-curricular activities and sports, the distribution of syllabus among teachers and how they should adapt the curriculum to fit the local needs. The activities indicated in prescribed curriculum are also adjusted according to needs of local students and practice teaching schools. The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly. we definitely forward our feedback every year to the university officials based on the views received from Experts, Employers, Teaching Practice schools ,Students, Alumni, and Teachers etc. Time table is drafted & finalized by the principal after discussion with the academic council. The papers are allotted to teacher after considering their qualification, subject specialization & experience. Continuous evaluation is conducted throughout the year by unit test observation during internship programme & assessment of practicum work. At the beginning of every academic year the institution organizes orientation to teachers and induction to students with respect to the program learning outcome and course learning outcome. It gives an overview of theoretical and practical aspects of curriculum in terms of its delivery and assessment. Furthermore, provisions for periodical evaluations on the modes of curriculum implementation and improvement in the mechanism of curriculum delivery also guaranteed. Usually, these practices are done throughout the academic year.

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: B. Any 4 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: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	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: 100

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

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

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

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

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
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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	97	75

File Description	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: B. Any 3 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
Paste link for additional information	View Document

<p>1.2.5</p> <p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>Response: 0</p>														
<p>1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19										
0	0	0	0	0										
File Description	Document													
Data as per Data Template	View Document													
Paste link for additional information	View Document													

1.3 Curriculum Enrichment

<p>1.3.1</p> <p>Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</p> <p>Response:</p> <p>The curriculum followed by the Bhagwan Prasad Sheonath Parsad B.Ed. College which is affiliated to Magadh University, Bodhgaya helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of</p>

Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions, etc. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year. An educational institution performs a significant function of providing learning experience to lead their students from the darkness of ignorance to the light of knowledge. The key personal in the institutions that plays an important role to bring about the transformation are teachers. The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. "This shows that it is imperative to invest in the preparation of teachers, so that; the future of a nation is secure.

Magadh University has started two year B.Ed programme as per the directions of the NCTE Regulations. Academic and professional teachers are the result of the B.Ed. programme. The teacher education mission is to empower candidate to become ethical knowledge, and individuals who can prepare them for further career choice and advancement. The curriculum prescribed by the University is the same that followed by the college and tremendous changes in acquiring and demonstrating knowledge, skills values and attitudes in students.

Main objectives of the two year B.Ed. Programme:

- Readiness to accept the progressive changes in the field of education.
- Develops an understanding of the issues and challenges facing contemporary Indian society.
- Acquaints with prominent theories of learning, transfer of training and strategies to facilitate each one of these.
- To be a professional and humane teacher.
- Helps them in understanding the relation between language, mind and society.
- Develops interest in facilitating learning and development and enjoys teaching and organizing curricular and co-curricular activities.
- Develops positive attitude to teaching profession and to coming generation.
- Harmony within oneself and with natural and social environment.
- To acquaint with professionalization of teacher education.
- Be sensitive to the social, professional and administrative contexts in which they need to operate.
- To develop collaboration among students, donation drives, visit to old age homes and awareness rallies through NSS.
- Community Extension: - Teacher trainees take classes on cleanliness, health and hygiene, nutrition, alcoholism, drug abuse, population explosion, corruption, terrorism and environmental issues to the school students during their internship.
- Celebration of religious and cultural fests: - Basant, Deepawali, Christmas and Holi etc. are celebrated to promote cultural and social values.
- Theoretical knowledge and Programmes to promote attitude against Terrorism as a part of Peace Education and concept of anti-corruption for developing the right economic value are provided in the core paper classes.
- To develop values among students Hawan, morning assembly and celebration of important days

are the integral part of the curriculum. College also encourages the students to participate in Zonal and Inter- zonal youth festivals.

- Observation of National days for promoting National Integration: - To inculcate Patriotism and national values important days like Independence Day, Republic Day, Gandhi Jayanthi, Teachers Day etc. are celebrated.
- Observation of International days such as environment day, water day, earth day, women’s day, literacy day, Human Rights Day, AIDS day, friendship day, Mother’s Day etc. to inculcate Global Perspectives and Integration.
- The college provides opportunities to the students by organizing Yoga camps and celebrating International Yoga Day every year and also demonstrations on Yoga done by various experts and Talks by Art of Living faculty on Self-awareness and self-management activities through practice.
- The propagation of an environment friendly culture through activities like campus cleaning, plastic free- eco-friendly campus life, planting and protection of trees, related programmes, development of medicinal plant garden etc. Relevant competitions and campaigns are organized to inculcate naturalistic intelligence among student teachers.

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
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:

The college organizes lectures and talks by Headmaster and teachers from various schools following different boards of education. The functioning of various Boards of School Education are discussed by them through relevant examples and **PPT presentations**. The students in their 4th semester learn about the functioning of various Boards of School Education and functional differences among them. The trainees also visit schools of different boards to complete a practicum under this paper. In the same paper the trainee teachers learn about the assessment systems of various boards under the above mentioned practicum. The trainee teachers themselves belong to different boards of education and are asked to share their knowledge regarding curriculum and evaluation systems of such boards during their class discussions and during the induction program.

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made

aware about the development of the School system in India through briefing them about the various Commissions, Policies or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, and State Boards Students were also acquainted with the knowledge of different State Boards of India which are total 52 in number. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail. In this regard a departmental meeting is organized for planning activities and assigning activities to the students. For this purpose students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Project, Seminar, Group Discussion and a Multimedia Presentation through which the task was accomplished successfully.

The Topics framed in this line were:-

- Multimedia Presentation on ‘an International and Comparative Perspective of the School System in India.
- Group Discussion on State-wise Variations in School System in India.
- Seminar on Diversities in Various Boards of School Education in India with respect to Functioning, Norms Standards, Assessment System.
- Project on Development of the School System in India after Independence.

In the session 2021-2022 a presentation on different boards was given by resource person they explained about different boards like the perspectives of International Schools was also discussed with them. Comparative study charts among different boards were shown to students and ip addresses also shared with the students of different boards for giving more knowledge about the boards. Students were asked to make a practical file regarding the comparative study of boards. They were allotted the topic “Diversities in Indian and International School systems and a comparative perspective” for the file. The following topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the students guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System in Indian as well as in an international and comparative perspective.

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:

Curriculum of the B.Ed. programme is designed in a way to derive professionally relevant understandings and enriching professional acumen of students through wide range of curricular activities. Further, to strengthen the involvement of student teachers in various professionally relevant areas the overall activities of the B Ed programs are categorized into college based, school based and communitybased activities. Acquaintances towards these activities organized in a sequential order based on its progressive nature. From 1st semester to 4th semester exposure to these practices are effectively executed for the realization of program learning outcome.

The school Internship program forms a vital part of B.Ed. programme specifically designed for developing proper professional attitudes, values and interests by familiarizing students with the existing educational scenario. Third semester of the entire program is meant for this. Here opportunities are provided to critically reflect school-based practices and engagement in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school- community- parent interface, and reflections on selfdevelopment. This program guarantees occasions to integrate techno pedagogical content knowledge and competencies to handle the challenges of the present-day classroom.

The second semester also marked by adequate number of theory courses and pedagogical practices. In that student are sensitized about the recent pedagogical trends, evaluation strategies, psychological testing etc. that is necessary for teacher to appraise and reflect. Initiatory school experience is the other unique part of this semester. It helps to develop conceptual understandings about teaching and learning in school environment and to validate the theoretical understandings developed through various foundation and pedagogy courses.

During the first semester theoretical understanding of the fundamental functioning and cultural diversity of the school systems are discussed. Basic understanding child development including theories of child development marks this semester a preparatory learning for student teachers. Relevant evidence-based practicum in the forms of teaks and assignments offers experiential learning for the student teachers to expand their knowledge.

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: C. Any 3 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: B. Feedback collected, analysed and action has been taken

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

2.1.1

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

Response: 38.5

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2

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

Response: 99.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	163	163	79	64

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: 0

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

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

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	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 institution consciously assesses the entry level learning needs of students and their level of readiness to undergo the B.Ed. program. The following initiatives are consciously undertaken to cater this need.

- **Induction programs**

- **Aptitude Test**
- **Personal Interview**
- **Collecting Profile Information**

Induction programs:

Student induction programs offer a suitable platform for students to realize the program overview and requirement expected in the program of study. Teacher interactions and discussions during the induction program help to connect closely with the students and this assessment further helps in learning needs of students.

Aptitude Test conducted at Entry Level:

This test is specially adapted by us for B.Ed. entry level students. The test assesses a trainee teacher on Reasoning, Problem Solving, Communication Skills related to Teaching Aptitude. The objectives of this test are to check whether the B.Ed. entrant:

- Whether the entrant conforms to the specifics of teaching profession.
- Can logically analyze and structure information to reach alternative solutions.
- Can follow the right approach to problem-solving.
- Can efficiently complete a task.
- Can communicate effectively in verbal and written language.

The institution adopts various strategies of progressive assessment techniques to provide effective academic support after finding the readiness of learning. It includes regular performance evaluation, informal observation, periodic tests, model examinations, terminal tests, evaluation of tasks and assignments, academic mentoring for slow learners, remedial instructions etc.

Personal Interview:

Both the admission cell members and principal of the institution conducts informal interviews and personal talks with the newly admitted students in order to assess the entry level behavior of students. Although analysis made informally about the students and it's communicated appropriately to the teachers of the institution.

Collecting Profile Information:

During the admission process itself the institution collects profile information of the students in a separate form. The form covers details of personal and demographic information, information about academic performance, achievement reports and other relevant information about the previous educational program. An informal analysis of the collected data is carried out during admission process.

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: D. Any 2 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: 10

2.2.4.1 Number of mentors in the Institution

Response: 20

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:

The institution follows multiple mode of approach to teaching learning as prescribed in the curriculum. The teachers are encouraged to utilize following methods.

Online mode of learning

Learning is a continuous process and it should not be stopped for any reasons. During this Covid-19 Pandemic, the teachers adopted online classes for our student-teachers in order to make them continuous learners. Furthermore, emphasis also given for utilizing the major learning platforms and social Medias like Google Classroom, WhatsApp, youtube etc. in teaching learning process. Apart from the above

mode of transactions, the teachers are encouraged to adopt other teaching modes like Lecture method, Seminars, Small group discussions, Lecture-cum-Discussion, Field survey/visit, Projects, Seminars, Video viewing and power point presentations, Peer learning, symposium, ICT based learning, blended learning, community participation, face to face communication, etc. according to the courses.

Focused group discussion

Focused group discussions are also used by teacher educators to enhance student learning on various topics related to B.Ed. course. Teacher educators ask various questions about the issue which leads to discussion on possible answers, free thinking and generation of ideas among trainee teachers.

Brain storming

Since brain storming is a well-known method for enhancing creative thinking capacities, teacher educators use this method wherever it requires. Topics like adolescence issues and problems, educational backwardness, wastage and stagnation etc. are explicitly discussed in the classroom and solutions are obtained accordingly. Both students and teachers exhibit keen interest in practicing brain storming technique.

Problem Solving Methodologies

Problem solving methodologies are used while taking classes and it helps in developing good study habits, analytical, critical and generalization abilities, and in transfer of knowledge. The trainees learn to identify and define the problem. The educators use a variety of examples to make the trainees understand the problem in respective courses. During internship the trainee teacher's single handily undertakes several initiatives to ensure better coordination between the school and their institution. Problem solving methods learn how to act in new situations and solve future classroom problems.

Participative learning

Participatory learning is an approach to teaching and learning which focuses on the learner. It encourages learning by doing, using small groups, concrete materials, open questioning and peer teaching. The institution utilizes this strategy for conceptualizing educational concepts both in the general and optional papers. The teachers engage students in theoretical lessons, encouraging group discussions and critical reflections, also involve them in more practical activities. Connecting academic achievement with real life situation to anticipate learning process.

Experiential Learning

This method is used for enabling the students to develop professional capacities for becoming a better teacher. The trainees were given four week school observation program and sixteen weeks school internship for enhancing their real experience in academic environment. Moreover, many activities including making artifacts, understanding student diversities and field visits are integrated in this approach.

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: 86.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	25	25	25	25

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: 100

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

Response: 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 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:

Mentors update the Teachers' Council in case of a problem related to a student regarding the attendance, performance in the internal assessment, and University examinations. The mentor meets all the mentees under his/her mentorship at least once a month or as and when needed. Records of all such interactions are kept confidential. Counselling is organized by the guidance and counselling cell through a pool of academicians, alumni and in house faculty who are willing to provide career and personal counselling

and teach teamwork.

The **code of conduct** guidelines provided by the college help in ensuring the correct way of actions and behavior in the college. All students and teachers are encouraged to treat their colleagues and authorities with courtesy at all times irrespective of their professional status.

Mentor teachers are chosen for their ability to model quality teaching practices that honor diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring. The principal of the college encouraged them to work in this direction for the all-round development of student teachers and direct contact with each student teachers. After this meeting with all the faculty members discussed various aspect of this mentoring process. Teachers can also contact the mentor either directly through mobile in special circumstances. Student teachers openly share their problems before their mentor and look forward to meeting their expectation. Effort has been made by mentees with the help of mentors to remove their vulnerabilities. Teacher student has started work on communication skills and fear of stage with the help of their mentors. Student teachers were seen expressing their thoughts independently without any fear, it seems to be the great effect of mentoring process. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success. Faculty members have been provided with the Audio-Visual aids, the LCD projector etc. Through which learning is made effective & efficient. The college strives to enhance the facilities and equipment's so that the faculty does not face any difficulty in the Performance of its assigned tasks. Our course is a professional course so our all experts cum teachers always try to develop in professional attributes in students and we are continuously monitor them. We prepared them on various aspect. First of all we develop their personality, compactness attitude etc. We taught them how to use various type of teaching learning materials, how to write on the blackboard and during the training session how to handle classes with what type of skill they will implement in the classrooms. With improved their questioning skill, elaboration. We taught them as good citizens what will be his/her role. We participate them that type of activity where they will enrich everything about it. We organise for them lots of activity where they will enriched.

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
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:

Teaching Learning process is the key function of any education system. Our institutional teaching learning program nurture all perspective of creativity, innovation, intellectual and thinking skills, empathy, life skill etc. Our vision is not only create innovative and creative ideas in students with try to enhance morality and empathy in students throughout our teaching learning process.

During teaching time our teacher apply various type of creative methods. Our Fine Arts Teacher thought them how to encourage a new activity. They also arrange hand to hand practice its.

Innovativeness is another important segment in our teaching learning process during teaching time our teacher use various types of thing to set an example like chalk, duster. Teachers taught the students that how to make model by using waste material.

Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills. Creativity, innovation and learning Creativity and innovation are fundamental to all disciplines

and an essential part of the learning process, forming an important dimension of learning how to learn. learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. One characteristic of the creative process that makes it particularly powerful is that it requires not only knowledge and understanding of the domain being investigated, but also a willingness to question and not be constrained by existing knowledge. Learners should understand how they can question or challenge established knowledge to help them to formulate their own understanding, and imagination can play an important role: ‘One cannot think creatively unless one has the knowledge with which to think creatively. Creativity represents a balance between knowledge and freeing oneself of that knowledge’

Our teacher use various types of teaching methods to enhance the intellectuality of the students, we organise debate, creative writing, brainstorming, etc. Which is also enhance students thinking skill our reflective teaching try to create new horizon in students. Institute organized a numbers of International, National, State level seminar time to time to enhance the student’s capability and gives them opportunity for publication of research article by reputed publishers and also present their article in seminar.

The college plays an important role to make learn the various skills among the students like creativity,

- College provides many short content videos on college YouTube channel and teachers also creates own YouTube channel and provide short content videos. Using these videos students learn course content from anywhere.
- Use of Google Meet- Teachers teaches effectively in virtual mode also through G-meet where course content is delivered online to the students in effective way.
- Certificate/value added course- currently one certificate course are running in the college where the large number of students get enrolled in the course and develop their professional skills.
- Seminar- the college organizes classroom seminar, college level In-house seminar in order to develop their communication skills, innovative and creative mind.
- Use of ICT- Teachers provide effective teaching learning environment by using the PPTs, projectors, multimedia and many ICT enabled device.
- Preparation of lesson plan- College organizes workshop and special lectures to prepare innovative and creative lesson plans for the students.

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: D. Any 2 or 3 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: D. Any 2 or 3 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
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: C. Any 2 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: C. Any 2 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: E. Any 1 or none 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: C. Any 2 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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Our college sends our student teachers for internship in certain schools as per the specific guidelines of NCTE/ DEO

Students are given method subject matchup according to the specific subjects of the school. Then practice teaching oriented official letter was sent by our institutions in these schools. After the trainee teachers go to the school, they gain a lot of knowledge about the official and teaching of the school from contact with various experienced Teachers.

First of all we make a specific list of students according to their method subject. Then, approx. eight to ten schools near the college were chosen for them. Our trainee teachers are divided into groups according to the subjects of all these schools. But from last years more that ten schools are allotted as a POT. Each group consists of 4 to 5 students or slightly more.

Exposure to a variety of school set ups:-

Seminars and special lectures are organized in the first semester to provide exposure to trainees regarding different school systems currently in practice in India. As a part of practicum in second semester, trainees are given opportunity to visit government and private schools where they get hands-on experience of working nature of different schools and interact with teachers and administrative staff.

Streamlining mode/s of assessment of student performance:-

Mentor teachers have to maintain hand written records of the classes observed during internship. These records help in further improvement. The mentors assess a minimum of five practice teaching classes of each trainee teacher. The trainees are evaluated on criteria's such as blackboard skill, questioning skill, use of teaching aids, classroom management and so on. Teacher educators make efforts to understand and solve difficulties faced by trainees during internship.

Defining role of teachers of the institution:-

Faculty members are also assigned as mentors for each practice teaching school. Any problem experienced by trainees is to be immediately reported to group leader and respective school mentor. Every method teacher has responsibility to approve learning designs of trainees before its delivery.

Orientation of students going for internship:-

An Orientation programme is conducted for the trainees before they are sent for completing their internship. The sessions focus on roles and responsibilities of trainees such as Time-Table preparation, attending PTA meetings, assessment of student learning including home assignments & tests, preparation of progress reports, organizing academic activities, co-curricular activities, and cultural events; maintaining documents, registers and records; administrative responsibilities. The trainees are given the opportunity to select a Group leader among them who will be acting as a chord between the practice teaching school and the College during the Internship. Group leader assigned to the respective school is responsible to take care of all the immediate needs of trainees.

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: 5

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

Response: 20

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: C. Any 4 or 5 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:

Bhagwan Prasad Sheonath Parsad B.Ed. College plays an important role during school internship programme. We adopt various type of effective monitoring mechanisms to guide our Trainee teachers on a proper way. Trainee teachers are continue practice in specific school according to their subject. During this time our expert's teachers visit different schools almost every day. They work on improving the skills of the trainee teachers, they also guide the trainee teachers after leaving the classes. Every day the trainee teachers come up with specific learning design on the subject which they will teach and teachers check it. Sitting on the back bench teachers observe intern teaching procedure and check the report cards. Our supervisors work on the teaching skills of the student teachers and guide them in a specific way.

Teacher educators of our college visit the practice teaching schools for observing the trainee teachers during internship programmes and a minimum of five classes of each trainee is observed by them. Alternate mentor teachers other than the one assigned for a particular school also go for class observation. In the school where the trainees go for internship, the experienced school teachers also guide them how to teach, use teaching strategies and teaching learning methods appropriately and provide feedback in the feedback form if correct strategies are not followed. Peer monitoring is also done during the internship programme by other trainee teachers. The group leader also monitors daily attendance and code of conduct of each peer. Our college Principal also visits the schools regularly and observes some of the demonstrations presented by trainee-teachers. The senior teachers of our college also go to the schools separately to evaluate the performance of trainee teachers.

These are the things we emphasize on:-

- Art of questioning
- skill of introducing the lesson,
- skill of elaboration
- skill of reinforcement

- Skill of use of Teaching learning materials

During the internship student teachers are gain a lot of official experience from others teachers. These are school record keeping, first aid management, community games, various type of cultural programme, gardening beautification etc. Teachers also observe there, voice modulation, Board work, and innovation during teaching, interaction with students, class room management. As far as, the role of mentors is concerned they provide guidance, advice, feedback and support to the pupilteachers serving variously as role model, counselor, advisor depending on the specific goal and objectives negotiated with the mentee. The role of mentors includes the following aspects: Under the internship program after discussing with supervisor mentors help the trainees for keen observation and teaching program with responsibilities.

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
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: C. Any 3 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	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: 93.75

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	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: 23.33

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

Response: 7

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

2.5.3

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

Response: 6.63

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

Response: 199

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 discussions on current developments and issues in education:** During pandemic the teachers experienced totally a new way of teaching that was online. For that the college gave teachers the exposure to teach online. The teachers got the training by computer instructor of the college how to take classes online and create google classroom, use of Google Meet, how to make Google forms, how to make YouTube channel etc. the college have our YouTube channel and our teachers have posted their lessons of particular subjects. After that teacher also shared the links of the YouTube channel with the students after taking online class. In a way this is very beneficial for the students. Through In-house discussions our college teacher educators learn to improve their skills and, in turn, they can boost trainee teacher's learning outcomes. In-house discussions in our college takes several forms such as formal seminars, teacher induction programs and informal discussions during leisure hours. We organize formal seminars to celebrate various occasions such as World Book Day, World Consumer Rights Day, World Environment Day and so on. In such In-house seminars teachers of our college give presentations following which there is discussion by all teachers and even trainees participate. Every year we organize teacher

induction programs (focus on curriculum, communication skills, knowledge of learner's psychology) which is followed by extensive In-house discussions between experienced and new appointed faculties. We organize counselling sessions which are followed by In-house discussions regarding recent and innovative ways to enhance mental health of trainees and educators. During leisure hours our faculties often engage in informal discussions criticizing and analyzing recent developments in the field of education from NEP 2020 to Blended learning, on how to apply higher thinking skills for improvement of trainee teachers, how to improve trainee teacher's classroom management techniques during internship.

- **Share information with colleagues and with other institutions on policies and regulations:** The faculty of the college values its diversity and tries its best to maximize its benefit from the rich resources at hand. Every year we try to organize small workshops, lectures or seminars from the faculty for our faculty. The logic behind these sessions is to value and recognize the inherent potentialities within the institution. Apart from this programme the different bodies of the college like the IQAC and Governing Body of the college includes noted personalities who are helpful in making us abreast with changes in policies and regulations. We have a friendly rapport with other faculty members and we always feel comfortable to use them as our support system in academic works. The working environment of the staff room is friendly and supportive and it really helps in building a conducive environment for learning and discovery. College motivate the teachers attend seminar, conference and Faculty Development Programmes organized in other institution.

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:

Basic purpose of doing the internal evaluation is to use the outcome of evaluation for improving the performance of students. For improving the performance of the students, the following steps are taken.

- The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular areas.
- The marked answer sheets are given to the trainee teachers to give them the opportunity to look

into the weaknesses of their performance.

- When the trainee teachers have seen their performance; the teacher educators discuss each and every question-attempt made by the majority of the trainee teachers and then explain the correct way to answer those questions.
- The trainee teachers are given one assignment in each course of the programme and the way in which they complete it helps in understanding the comprehension regarding the particular unit.
- The college also follows criteria laid down by the University for the internal evaluation system. The college displays all the circulars regarding examinations on notice boards and whatsapp group from time to time. The faculty informs and elaborates the syllabus, its objectives and paper patterns to trainee teachers at the beginning of each semester. The faculties provide extra guidelines and counseling to trainee teachers.
- Special tests are taken for slow learners.
- School Internship: During school Internship a lot of assessment is done on the basis of internal evaluation.
- Internal examination is done for all students as per the university criteria.
- The records of students' participation in various activities are maintained regularly. Students' attendance is reviewed regularly, and informed to those students their attendance is not regular.
- Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.

Internal Evaluation of Intern is evaluated by the Mentor, Method teacher and Principal/ Head of the Institution to assess the progress during practice teaching sessions. Microteaching demonstration classes are also evaluated by method teachers to monitor the development of teaching skills in trainee teachers. Peers also evaluate and give verbal feedback during micro-teaching, simulated demo classes before internship and practice teaching classes.

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:

Mechanism to deal with examination related grievances is transparent time-bound and efficient to the students well in advance to ensure proper conduct of formative test investigators are assigned to each hall practice theory and University examinations are conducted in the college itself. A centralised exam cell system is followed in e-grievance related to the University question paper leak out of syllabus repeated questions. The student can approach the teachers College examination officer and principal to redress the examination related grievance as per the norms of University all the students are clearly informed about the evaluation procedure wait age of internal and external marks allotment as per the university norms Display of internal assessment marks before the term end examination At the end of the semester internal assessment marks displayed in bulletin board and make a copy keep in college exam file Timely feedback on individual group performance Teachers conducted formative and diagnostic assessment for their classroom performance teachers provide proper feedback for their individual development Provision of improvement opportunities Students have given chance of improve their marks by attempting class test and conducting seminars Access tutorial and remedial support Remedial classes are given to the slow learner exam orientation classes and exam related other provisions are given to the students.

- Internal Examination in the college is conducted, as per rules and regulations of the affiliating University. Examination related grievance complaints are readily accepted by the college. If there is any examination related grievance, in relation to physical resources, such as improper sitting arrangement, insufficient light etc. immediate action is taken to resolve the issue.
- In case of sudden illness during the examination, first aid is given to the student, and if necessary, the services of nearby hospitals are taken.

- At the Institution level, Examination committee is appointed by Principal to look into examination related matters and solve student issues.
- Our college plans its examination schedule based on the Academic Calendar provided by the affiliating University.
- After declaration of result by the university, if any trainee teacher has an objection with the result, he/she comes to college for the same. The College addresses their issues by sending an application to university for photocopy of answer script, revaluation and recounting of marks etc. options are provided to trainee teachers to exercise. After receiving photocopies, if trainee teachers are not satisfied about their marks, he/she may apply for revaluation. The application is forwarded to university for corrective action.
- Before the examination, there are some Common grievances of trainee teachers such as late application form filing, non-receipt of admit card of examinations or wrong entries in the same. In either case, grievances are communicated to the University Examination Section and resolved at its earliest. College supports the trainee teachers to fill the Examination form, make payment and download admit cards for 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:

The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluations process and displayed in the Principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test examinations. The review of internal assessment is taken by the principal regularly. For the implementation of internal assessment process, staff committee is formed at the college level which monitor overall internal assessment process. **Bhagwan Prasad Sheonath Parsad B.Ed. College** academic calendar draft is prepared as per the university guidelines which is placed in staff meeting with Principal, discussed in detail and approved with correction if any, required before commencement of every unit / term . Before the commencement of the academic year, the institution prepares and publishes "Academic Calendar" containing the relevant information regarding the teaching learning schedule (Working days), various events to be organized, holidays, dates of internal examination, unit/ term examination etc.

Institute academic calendar accommodate the following major activities:

- Schedule of co-curricular activities
- Internal assessment – tests dates
- Schedule of extra-curricular activities
- Tentative period of various feedback collections
- Preliminary examination dates.
- Date of beginning and end of each unit/term

Teacher:- Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule internal evaluation is Planned in consultation with the head of the department.

Head of the Department:- The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level Then the Academic calendar is forwarded to the IQAC. The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals, Annual Day, Sports day, etc.

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:

Bhagwan Prasad Sheonath Parsad B.Ed. College which is a professional Institute where students are admitted in the B.Ed course for two year training purpose. As per curriculum structure teaching learning and evolution activities are conducted. Students are participated in the theory classes and other practical classes which are conducted by semester wise. Completion of after every semester final examination are held and result are published accordingly. Students are pass out after last semester i.e. final completion of full course which are called PLOs and CLOs. On the basis of the PLOs &CLOs students are involved their various field of engagement like teacher ship or any government job. Understanding of concepts of education pedagogical knowledge,curriculum knowledge and professional development of student teachers is given priority during teaching learning process. Various philosophical perspectives are developed in the student teachers. Inclusiveness and ability to innovate is cultivated among the student's teachers and understanding of socio cultural environment and overall environment of students to meet the challenges in education is developed.

(PLOs) :

Content Competency:

To impart relevant knowledge with respect to foundation and methodology courses, to promote mastery over the required content. to know, select and use teaching methods. to understand the paradigm shift in conceptualizing disciplinary knowledge in school curriculum, to acquire necessary competencies for organizing learning experiences, to select and use of appropriate assessment strategies for facilitating learning. to analyse the content, text books and syllabus.

Pedagogical Skills:

To impart teaching skills and strategies to transfer the given content suitably in classroom situations to innovate and experiment classroom practices.

Professional Ethics:

to imbibe and uphold qualities of a good teacher , to be just and impartial , to show love and respect to the individuality of the child , to inspire and professionally help the parents for the care and guidance of their wards , to preserve proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs to develop professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.

(CLOs):

After the completion of the course the student will be able to Childhood & Adolescence Understanding of Educational Technology Language Across the School Curriculum Understanding Discipline and Pedagogy: Language, Social Science, Science, Mathematics, Commerce ICT Basics Learning, Teaching & Assessment Knowledge & Curriculum Contemporary Education in India Techniques, Methods & Approches of Pedagogy Understanding Self, Personality & Yoga Inclusive Education Educational Evaluation Guidance & Counselling Value Education Health & Physical Education etc.

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: 121.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	200	200	97	75

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 most appropriate assessments tool to improve guidance in student learning is to conduct, debate, seminar, quizzes, tests, writing assignments, and any other assessments tools that teachers does in their classes on the regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn. despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades. In **Bhagwan Prasad Sheonath Parsad B.Ed. College** the progression of the students is monitored coherently on the points mentioned below.

- Participation of the students in different activities of the college

- Attendance of the students
- Punctuality
- Contribution of the students towards the college
- Performance in the test

Display of internal assessment marks before the term end examination:-

At the end of the semester, internal assessment marks are displayed on bulletin board and a copy of the same to keep in college exam file.

Timely feedback on individual or group performance:-

Teachers conducted formative and diagnostic assessment for their classroom performance and provide proper feedback for their individual development.

Provision of improvement opportunities:-

Students have given chance of improve their marks by attempting class test and conducting seminars.

Access to tutorial or remedial support:-

Remedial classes, exam orientation classes and exam related other provisions are given to the students’.

Provision of answering bilingual:-

Most of the students are preferred to answering bilingual hence college provide a guidance program for how to choose or write the exam papers in bilingual for Slow learners.

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: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities

during last completed academic year

Response: 100

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:

Assessment to be meaningful, we feel that it must be well-aligned to the type of learning that is valued. Our trainees along with the academics are involved in a list of extra curricular activities which are significant in developing competencies such as critical thinking, creativity, managerial skills, social and communication skills, adaptability, problem solving, ability to co-operate which are needed for actively shaping a peaceful future. We try to focus on competencies for life. The whole of the curriculum experiences highlights that trainee teachers use these competencies to live, learn, work and contribute as active members of their communities. We love to focus that we value competencies based on knowledge, attitudes, and values which will lead to action. The formative evaluation assesses what students do when they are in the classroom, how well they are progressing towards CLOs, whether they follow **Code of Conduct**, whether they show active participation in extracurricular, community based activities, and as members of different committees. The Summative evaluation on the other hand, emphasizes whether academic and cognitive learning needs are met. Teacher educators try to judge the trainee teachers on the basis of their performance. The Practicum in each course gives the opportunity to assess whether trainees have developed skills or competencies needed in real life situations. The Field Work assessment provides an opportunity for judging collaboration, discipline and presence of mind. The Participation marks engagement with course learning and develop trainee teacher's ability to communicate and discuss ideas. The Written preparations of assignment encourage reading and teach academic reading and writing skills. The seminars allow trainee teachers individually or with a group, provide a presentation to class and help to judge communication skills. Group work such as cocurricular activities emphasises collaborative learning, problem-solving and critical evaluation, and is a valuable preparation for professional and personal life. The Formal tests, quizzes, debate, work games , survey, different practicum, individual seminar presentation, assignment submission are the methods for assessing student performance by college. The faculty members assess the learning needs of the students through regular class tests and house tests. Performance of students is measured in terms of their scoring in these tests. Those who score below 70% are provided extra assistance in order to improve their performance. The institute conducts remedial classes for weak students in different subjects to enhance their skills and competencies. On the

basis of class tests and house tests, slow learners are identified and they are provided remedial teaching. Students are provided with reading material. Lots of written assignments and exercises are given to them. At the end, remedial examinations are held to test the knowledge acquired during class hours. During internship, the supervisors evaluating teaching proficiency of student teachers. The peer group is also encouraged to observe the lessons and give constructive suggestions. They are evaluated on the basis of various activities performed during internship, maintenance of registers, action research, organization of co-curricular activities etc.

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: 3.63

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..

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

File Description

Document

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description

Document

Link for additional information

[View Document](#)

3.1.3

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

five years in the form of:

1. Seed money for doctoral studies / research projects
2. Granting study leave for research field work
3. Undertaking appraisals of institutional functioning and documentation
4. Facilitating research by providing organizational supports
5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	View 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: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
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: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	5	0	1

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

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

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

3.3 Outreach Activities

<p>3.3.1</p> <p>Average number of outreach activities organized by the institution during the last five years..</p> <p>Response: 3.4</p>

<p>3.3.1.1 Total number of outreach activities organized by the institution during the last five years.</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>3</td> <td>5</td> <td>2</td> <td>2</td> <td>5</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3	5	2	2	5
2022-23	2021-22	2020-21	2019-20	2018-19						
3	5	2	2	5						

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

<p>3.3.2</p> <p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>Response: 84.33</p> <p>3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years</p>

2022-23	2021-22	2020-21	2019-20	2018-19
189	191	113	86	72

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: 90.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
193	191	168	86	58

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

Bhagwan Prasad Sheonath Prasad B.Ed. College is affiliated to Magadh University, Bodhgaya and our NSS activities are controlled by the NSS coordinator of the University. In this college we have one unit of NSS headed by a Program Officer to execute NSS activities throughout the year and also during the annual camp. They are instrumental in converting students in to the responsible citizens of the country. Through NSS various programs are organized to spread awareness about health care, cleanliness, energy conservation, environment protection, social equality etc. The NSS adopts one village every year and involves the local community in various activities. To make the students aware about the school environment the college organizes outreach activities through these activities students develop their self in the matter of leader ship, responsibility. Further institution participates in government imitative of (Swachh Bharat Movement, health awareness during global pandemic) & like in collaboration with Municipal Corporation , days & week are also celebrated & special morning assemblies are conducted in order to sensitize students towards various social issues. The includes Womens Day, AIDS day, World environment day, human right day, Independence day, republic day etc. Bhagwan Prasad Sheonath Prasad B.Ed. College organizes programs like save environment, save water, tree plantation. Students are encouraged to participate in Nukkad Natak for aware Villagers, Beti Bachao Beti Padhao Rally connecting the students with the larger social issue in the community and making them socially. Outreach activities benefit neighborhood communities as well as students of the institution they instill civic sense, sense of social responsibilities, sense of serving other & feeling of universal brother hood among students leading to their overall personality development. The physicians are invited to deliver their talk on health, nutrition and female related issues. These activities involving students make positive impact on health awareness and personal hygiene. Working together with other individuals, students learn to negotiate, communicate, manage, analyse and lead others. Such programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections of the society. Through involvement in these extension and outreach activities, the students develop critical thinking skills and time management. The engagement of teacher trainees in community outreach programmes including visits to different places provide exposure and understanding of the diversities existing in our society. Working outside the college campus and with diversified social groups of peoples allows students to gain more self-confidence, autonomy, and appreciation for others. These activities help them to become good leaders and well-mannered citizens.

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.

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

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

3.4 Collaboration and Linkages

3.4.1
Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0.4

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

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

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: 2

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: 2

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: D. Any 1 or 2 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:

Bhagwan Prasad Sheonath Prasad B.Ed. College has all made necessary infrastructure facilities as per NCTE norms. The following facilities are available in the infrastructure allocation of the institution are facilities for classroom teaching, laboratory work, a library with reading facilities, an ICT lab, a common room for both boys and girls separate, toilet facilities both for staff and students, storeroom, health and physical resource centre, seminar room, Guard room, Security, principal office with attached bathrooms, multipurpose hall and guest room with AC and Running canteen, Girls hostel under process.

We are to show through the points given below, and we are also showing geotag photographs.

Teaching, Learning & Infrastructure Facilities

1. Conference Room
2. Principal Room
3. Library with
4. Guard Room
5. Guest Room
6. Security
7. Administrative block
8. Visitor lobby
9. Girls Hostel Under Process
10. Fully Green Campus
11. Biometric Attendance System
12. CCTV
13. Smart Class with projector
14. UPI & Net Banking Service
15. Separate Common Room for girls
16. first aid room.
17. Gymnasium with latest fitness equipment's.
18. Fire Extinguishers
19. Generator for power back up
20. Canteen provides hygienic food to students and staff.
21. Wi-Fi enabled campus
22. Language Lab for developing communication and interpersonal skills of the students.
23. ICT lab
24. Health lab
25. Language lab

26. Music room
27. Physical education lab
28. Psychology lab
29. Record room
30. Science lab
31. Yoga room
32. Staff Room with ICT facility
33. Library with ICT Enabled
34. Audio System
35. Ramp and wheelchair are also available for differently abled persons.
36. R.O. Water cooler for safe drinking water
37. The campus has a wide parking area to accommodate two as well as four-wheeler vehicles.
38. Internal and external surveillance system (CCTV) cameras and two LCD for security and smooth administration.
39. Water Coolers for regular water supply and sanitary napkin for girls in the wash rooms.
40. Big playground for playing Kabaddi, Volley Ball, Badminton, Judo and Boxing etc.

Laboratories

- Language lab
- Social Studies Lab
- Science and Math lab
- Art and Craft and Music Lab
- Educational Technology lab
- Psychology Lab

IT Infrastructure:

- Wi-Fi enabled campus
- Language Lab for developing communication and interpersonal skills of the students.
- ICT lab
- Staff Room with ICT facility
- Audio system
- Internal and external surveillance system (CCTV) cameras and LCD for security and smooth administration.

Library as a Learning Resource:

- Well-furnished Library with 100 No. of student sitting capacity
- Good Nos. of course books and Reference books
- Computerized accession of books
- Library Software is there for issuing the books and keeping records accordingly.
- Repography facility available for the students

Sports Facilities and Fitness Center

- Volley Ball
- Badminton
- Skipping
- Short put
- Discus
- Javelline
- Unisex Gym
- Kho-Kho

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 100

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

Response: 5

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

Response: 5

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	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: 6.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.15	0.07	0.25	0.27	0.15

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
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:

Bhagwan Prasad Sheonath Prasad B.Ed. College Library Software (DELNET) is being used for issuing books and maintaining transaction records of the students. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library has computer and internet and reprographic facilities. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff & Students:- Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

Computer and internet services are used by staff and the students alike whenever required by them. The institution is installed with integrated library management system. This includes :-

- Books issues and returns
- Student and Staff membership entries

- Newspaper entries
- Dues collection
- Stock checking
- Student I - Card, barcode and books barcode print

The Library Software (DELNET) is operational and is very helpful in meeting the end user's academic information needs. As a single entity, it supports the multi-disciplinary approach to information and is highly used by end users to locate books.

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

4.2.2

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

Response:

Bhagwan Prasad Sheonath Prasad B.Ed. College Library has provided the computer system with Wi-Fi facility in library for access of e-resources by National Digital Library (NDL) and open library platforms. The teachers and students may access e-books and e-Journals which teachers and students use frequently. In the upcoming academic year we plan to subscription of DELNET extend the access of eresources to students through Unique ID subsequently. We have the following facilities in our Library: All the books details are stored on ILMS. Students are provided with unique bar coded ID card through which they can borrow two books for a period of 15 days. Teachers can borrow 4 books for a period of 1 month. Non - Teaching staff can borrow 2 books for a period of 1 month. We have an exclusive reference section which can be accessed by the students and staff etc.

The software supports all the activities of the circulation section including issue – return, book reservations, reminders and recall of books, and overdue charges. The software is equally useful in the management of serial control of current issues of Print Journals as well as back sets of journals. It supports processing of subscription, reminders for non-receipts of journal issues and binding of journal volumes. The ILMS provides a distributed system of Input for bibliographic details of the books and other documentary materials like periodicals etc. The ILMS is operational and is very helpful in meeting the end user's academic information needs. As a single entity, it supports the multi-disciplinary approach to information and is highly used by end users to locate books. The library database created is based on the usage of the International Standards for easy retrieval among the libraries working in different environments apart from uploading and downloading the records.

File Description	Document
Details of users and details of visits/downloads	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
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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.007	0	0	0.008

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
Link for additional information	View Document

<p>4.2.5</p> <p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>Response: 29.9</p>
<p>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</p> <p>Response: 1217</p>
<p>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</p> <p>Response: 1356</p>
<p>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</p> <p>Response: 1300</p>
<p>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.</p> <p>Response: 1437</p>
<p>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.</p> <p>Response: 1567</p>

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
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: C. Any 2 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:

Bhagwan Prasad Sheonath Prasad B.Ed. College continuously updates its IT facilities. Purchased IT equipment includes desktop computers, lap top, Tab, projection systems, language cum-career labs, and various software for these. The college IT lab is equipped with 40 computers and a server that runs on Windows 7, 8, 10, 11 to support a mastery of basic IT skills for students. The college has fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and students. The campus is fully Wi-Fi campus. The systems and other software are timely updated.

- The institute has 2 projector, 8 CCTV and 1 LCD.
- Installation of software and maintenance, an upgradation of hardware is done on contractual basis.
- Expert help is taken by the college for the maintenance and repairs of computers.
- Lab assistants are available to support students and faculty in their queries.
- The entire campus is monitored by CCTV camera.
- Information about upcoming events is available on the website. This information includes a time and date along with details about the event.
- Following the completion of the event, picture and minutes of the event are also uploaded for easy access. This allows the parents to be aware of the programs we conducted in college as well.
- Usage of Wireless internet connection in the college is to enhance the accessibility of internet for academic purposes and to browse exclusive online resource of the institution.

Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians and administrator. The quantity of Desktop Computers, Printers, Projecters, UPS, CCTV, Laptops, Switch, Scanner are increased according to the strength of the students from time to time for each financial year. The plans for infrastructural development are given top priority as the College realizes the correlation between adequate infrastructure and effective teaching – learning. The strategies adopted for ensuring adequate infrastructure are as follows: At the beginning of the academic year need - assessment for replacement / upgradation / addition of the existing infrastructure is carried out based on the suggestions from committee members and lab technicians, after reviewing course requirements, computer – student ratio, budget constraints, working condition of the existing equipment and also teacher trainees grievances. Optimal deployment of infrastructure is ensured through awareness during students’ and teachers’ induction programs. Effective utilization of infrastructure is ensured through efficient and qualified lab technicians. Internet connectivity is available in class rooms. Video conferencing facility is available at the E-learning resource lab.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 5

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
Link for additional information	View Document

4.3.3	
Internet bandwidth available in the institution	
Response: 30	
4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS	
Response: 30	
File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Link for additional information	View Document

4.3.4	
Facilities for e-content development are available in the institution such as	
<ol style="list-style-type: none"> 1.Studio / Live studio 2.Content distribution system 3.Lecture Capturing System (LCS) 4.Teleprompter 5.Editing and graphic unit 	
Response: D. Any 1 of the above	
File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link to videos of the e-content development facilities	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 3.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.10	0.09	0.11	0.17	0.07

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
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:

The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received by the college as per the requirements in the interest of students. **Laboratory:** Record of maintenance account is maintained by lab attendant and supervised by the concerned teacher. The calibration, repairing and maintenance of sophisticated lab equipment are done by the technicians of related owner enterprises. Regular cleaning schedule in college is a must ensuring that college is well maintained and is conducive to productivity. So a cleanliness committee has been formed to inspect various parts of the college campus from time to time and to take necessary measures for ensuring hygiene and cleanliness.

Science Laboratories: The maintenance of these laboratories falls under the supervision for routine management. The outdated equipment and chemicals are disposed of as per the rules of the district administration or Stock registers are methodically maintained and checked by the teachers incharge and are verified by the Principal.

Library:- The requirement and list of books is taken from the concerned faculty and the finalized list of required books is duly approved by the library subcommittee and signed by the Principal.

Sports: - Regarding the maintenance of sports equipment the college physical education teacher is deputed. Annual Sports have been duly organised though in the wake of recent pandemic the programme has remained cancelled.

Computers: - The computer laboratory is established to enrich the students. The faculty has two desktop computers for their requirements installed with an internet facility in the staffroom. There are three laptops also given for the teachers in the staffroom . The campus is internet and WIFI Enabled.

Classrooms: - 1. The college has various committees for maintenance and upkeep of infrastructure.college also have ICT Enabled Calsrooms.

File Description	Document
Any additional information	View Document
Link for additional inflrmation	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: C. Any 2 or 3 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: C. Any 6 of the above

File Description	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
Upload any additional information	View 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: C. Any 2 of the above

File Description	Document
Upload any additional information	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: 1.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	0	0	0	0

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
Paste link for additional information	View Document

5.2.2

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

Response: 7.5

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 15

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
Paste link for additional information	View Document

5.2.3

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

Response: 3.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	5	0	1	0

File Description	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:

Bhagwan Prasad Sheonath Parsad B.Ed. College is a training institution. Trainee students are admitted in 2-year B.Ed. course. After completion of their course they leave the college. During training learning process they are engaged in different co-curricular activities like sports meet, cultural activities, college magazine, Alumni Meet, observation and celebration of different occasions. Active student participation is seen in the form of student council. The student members of the council are elected on merit basis/ Active Participation in any activity. The student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and the faculty members, and the college.

Students have active representation on academic and administrative bodies and committees of the institution.

- IQAC Cell
- Academic Council
- Staff Welfare
- Alumni Association
- Placement and Career Guidance
- Examination Cell
- Grievance Cell
- Anti Ragging and Sexual Harassment Cell
- Admission Cell
- Ethics and Code of Conduct
- Cultural and Sports Cell
- Library Committee
- Research and Development Cell
- Curriculum Planing and Development Cell
- Purchase, Finance and Maintenance Cell

Major activities of Student Council:

- To help in organizing functions like Talent hunt, Prize distribution, Plantation, Teacher's Day,

Community Week, Scout guide camp, Swatch Bharat Abhiyan, aids awareness etc.

- To maintain discipline in the institution for proper academic atmosphere.

Features of Student Council are:-

- The student council plays a dominant role in many activities related to sports, cultural and literary activities of the departments.in College commiittee/ cells council meeting and events.
- Need analysis of the B.Ed. student are done by the student council.
- Organizing and managing seminar and session conducted by the college on local, state and national level.
- Planning and management of related activities are performed with in-charge faculty during educational tours.
- Looks after the cleanliness of parking lot and maintain discipline in the institution.
- Issue related to academic & non-academic activities are reported to the concern incharge. to ensure timely dissemination of information regarding different activities, examination and maintaining attendance records.

It has set its own objectives which are given below:

- To promote an environment conducive to educational and personal development.
- To work for the betterment of college as well as society To enhance communication between students, management and parents.
- To represent the views of the students on matters of general concern before the authorities.
- To promote friendship and respect among pupils.

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
Paste link for additional information	View Document

5.3.2

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

Response: 8.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	8	5	4	11

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

Our Alumni have contributed a lot in the development of the institute, whether it is about getting a job for any student of the institute or a student requiring help in the country or abroad, the alumni always help those students. Also, when the organization needs help in any field in the development of the organization, it stands tall in the organization. Always ready to attend any activity going on in the organization when called upon in order to benefit the current students studying in the institute the knowledge and expertise of the former students also come to the institute as guest lecturers. It primarily functions and includes the following:

- Arrange felicitation program for former trainees on special achievements – felicitating them. To assist in planning and execution of various professions oriented activities of the college.
- Conducting meet and programs and related activities with the current year trainees in the academic work of the college.
- Organizing professional preparation activities like seminars, workshops, lectures, educational conferences, curricular guidance etc.
- To let them acknowledge their gratitude to their institution which they have attended.
- To guide and assist alumni who have recently completed their course of study and engage them in productive thing which is useful for the society.
- To promote a sense of belonging to the person who attended particular institution among the alumni by being in regular contact with them.
- To provide information regarding their graduates, faculties and students to the alumni.
- To keep a roster of all alumni and their relevant data.
- Maintain the updated & current information of all alumni.

- Alumni Association organizes social events, publish newsletters or magazines & raise funds for the organization.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	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: C. Any 2 or 3 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: 7

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

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

Alumni of the college plays a role in fostering friendly cooperation between the present and old generation of our trainee teachers thereby enhancing the betterment of the institution. Alumni association of our college arranges meetings as per their requirements on the basis of discussions in their general body meeting. Annual alumni meet is conducted on a regular basis where office bearers are selected. Notifications regarding the Alumni meets are circulated through different social media networks and applications. The get-together provides opportunity to offer valuable bits of advice and contributions on infrastructure, academic activities and overall development of the college by the alumni . The alumni association tends to ensure coordination and proper conduct of alumni meets. Every year the college keeps a separate register of their alumni members where their permanent addresses, phone numbers, and professional details are entered and the college ensures to update the details every year. The Alumni committee of our college consists of our Principal, present faculties who are ex -students and our former students. The college is committed towards the valuable feedback from alumni members. Academic and professional guidance is offered by the alumni members to the students of our college. The Alumni association of the college provides mentorship, professional guidance to various student support programs.

Contribution of Alumni to the Institution: Alumni have been a great contribution in the development of the institute, whether it is for any student of the institute to get a job or a student needing help in the

country or abroad, the alumni always support those students. Alumni participation in the admission process is very much helpful.

Alumni as advisors: Alumni's feedback and suggestions are taken to bring improvements in the curriculum, value oriented suggestions for the development of the institution, and to bring innovation in the curriculum, and how the curriculum can be improved as per the current needs and career-oriented, thereby enriching and enriching the curriculum.

The ‘Alumni Association of Bhagwan Prasad Sheonath Parsad B.Ed. College provides dedicated support in all activities of the institute.

- They are also active in IQAC cell.
- Interviews, Resume Writing, basic Computer study in ICT lab.
- The Alumni members are invited in faculty development programme.
- The Alumni cell guides the students on educational, vocational or personal basis.
- Active members of various academic and administrative bodies of the Alumni also help the students in many ways.
- The institute takes feedback from all Alumni members in surveys that motivate the students.
- Provide counselling to students for employment.
- Act as judges in cultural and sports competitions.
- Actively help in organization and management of extensive outreach activities of the Institute.
- Alumni give their creative ideas for brochures and conference proceedings.
- Alumni helps in pre-Internship of new students as they tell them the nature in schools and everything related to it.

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 Principal, Administrative staff steer the college through appropriate planning and efficient review mechanism for achieving broad based goals. The leadership ensures the compliance of academic & administrative processes and procedures along with continual improvement through regular monitoring. It adheres to the Academic calendar of Sido Magadh University, Bodhgaya to accomplish its objectives. The college administration relies heavily upon its **Internal Quality Assurance Cell** comprising senior faculty members, members of the management, representatives of the alumni and social outfits. Some of the major areas which the cell deals with are: The administrative and academic committee collects feedback from students and other stakeholders and this feedback is considered for future action of the institution.

Our Vision

The Trust perceives the teacher education as the core of the educational and socio-economic well being of society.

Teacher Education is a constructional material for

- Reconstructing moral and ethical values of society
- Formatting the basic skills of society
- Providing a broad and stable base to the development of higher skills

Trust also believes that the teacher education practices need serious reconsiderations and modalities in changing global and societal functioning. Trust also believes that the teacher education practices need serious reconsiderations and modalities in changing global and societal functioning.

Mission

- Create a multitude of institutions for conducting and structuring the learning process at various stages i.e. Primary, Pre-primary, Middle, Secondary, Senior Secondary, Under Graduate, Post Graduate and Research in General Education.
- Make endeavours to organize vocational streams, technical education and multi disciplinary fields of training for developing entrepreneurship and leadership by providing innovation in the field of management, engineering, technology and medical disciplines.

- Produce highly skilled and qualified professionals equipped with requisite applied knowledge and abilities to improve the socio-economic conditions of the society with special emphasis on rural development.

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:

Bhagwan Prasad Sheonath Prasad B.Ed. College **practices decentralization** and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice can be seen in the extensive delegation of authority to the teachers in the college.

Participative management: The staff and students participate in various activities. Thus the Institute promotes a culture of participative management. The teachers are fully involved in deciding academic activities and examinations to be conducted by the college. The teachers and students co-ordinate with each other, share their opinion meet and discuss for the events and the various activities to be conducted by the institute.

Management decentralizes the work distribution to the teacher and non-teaching staff in accordance with the policies are taken in the different meetings. The responsibilities are defined and communicated to them. Tasks are allotted to the teachers for various programs and academic atmosphere. Students are duly informed through notice for their activities and they are engaged to observe various observance days. Decentralisation and Participate Management To facilitate the smooth management procedure the College Governing Body decentralises the different work load in the Teaching and Non-teaching staff which are related to academic, para academic, administrative, sports & cultural activities.

Different committees/ Cells are formed for smooth functioning of the college:

- IQAC Cell
- Academic Council

- Staff Welfare
- Alumni Association
- Placement and Career Guidance
- Examination Cell
- Grievance Cell
- Anti Ragging and Sexual Harassment Cell
- Admission Cell
- Ethics and Code of Conduct
- Cultural and Sports Cell
- Library Committee
- Research and Development Cell
- Curriculum Planning and Development Cell
- Purchase, Finance and Maintenance Cell

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:

Bhagwan Prasad Sheonath Prasad B.Ed. College maintains accountability with full transparency in terms of administrative, financial, and academic, as well as other functions. Academic process like admission process, syllabus, internal quality assurance, library management etc, has been fully integrated. The organization has a system equipped with advanced technology to maintain the information in an orderly manner. Admission, Examination process, Internal Quality Assurance Cell (IQAC), Library Management etc.

Financial Transparency: Bhagwan Prasad Sheonath Prasad B.Ed. College maintains complete transparency in its financial functions; the finance department is headed by the Principal who regularly checks the financial working. Governing council also checks the financial statements in the general meetings.

Academic Transparency: With regard to academic matters, the Governing council is the highest decision making authority. It decides matters such as the functioning of the institute's academic programs. The body also advice syllabus revision, improvement in academic processes and other important decision pertaining to academics.

Administration Transparency: The Institute maintains transparency in its administration by uploading minutes of meeting. The institute’s website provides access to disclosure documents like the Minutes of various meetings. There are committees both administrative and academic which ensures accountability and has adequate autonomy in decision making.

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 strategy followed by the college is quite specific and action oriented. In order to achieve the goals Bhagwan Prasad Sheonath Prasad B.Ed. College has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The office bearers of the college are governed on the principles of participation and transparencies. The college maintains an **IQAC that functions on the basis of guideline issued by the NAAC**. The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and decision taking on different issues. The various teacher-in-charges are under the obligation of reporting the matter to the Principal of the college. It is a well-planned and meticulously observed practice.

The following college Strategic plans which is effectively deployed:-

- Syllabus Coverage
- Use of Audio Visual Aids.
- Students Attendance Record
- Internal Assessment
- Laboratory Work
- Use of ICT and Educational Technology
- Cultural activities

The above aspects are handled by the concerned committees headed by the head of the college. Data collected are then forwarded to Management. Prospective plan is developed at the beginning of the academic session. Development of programmes and its execution works is left on the collective wisdom of the faculty.

The major areas covered in the plan are mentioned below:

Effective Teaching Learning Process- Orientation Program is conducted in the first Year to align the students with the Teacher Education and learning methodologies. Faculties teaching with the help of ICT tools and providing training to use ICT in teaching to pupil teachers.

Infrastructure development– Regular maintenance and required updating and improvements are done.

Staff development- Institution strives to ensure the quality of the faculty by continuous learning and skill upgradation through Faculty Development Programmes, Workshops, Weekly Technology Upgradation Meetings, internships, etc.

Students’ participation in co-curricular and extra-curricular activities– Funds for preparation and coaching of several cultural, literary and musical, sports are provided by the college.

Linkage with schools and other educational institutes and Placement– More schools are included in Internship programme so the students can get experience of different type of school systems, which further help them to get better access to several type of institutes for placement.

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

6.2.2

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

Response:

General organizational structures of college consist of NCTE, Higher education policy, University, Maintenance Committee, Principal, Faculties, student teachers, administrative faculties, committee coordinators and executive members. Principal is the head of the institution. The administration responsibilities have been well segregated among the faculty members and non-teaching staff. Student Counselling & Guidance Committee decisions are based on student’s needs. The functions of the institution are carried out by the head of the institution through a series of committees. The teacher educators assign various committees among student teachers for the performance of the same. The college has a student union that is proactive in bringing the student issues to the concerned authorities

and assists in bridging the gap between the administration and the students. There are nearly committees which undertake various college activities and tasks which make the governance of the college decentralized. Also, the staff association is consulted for making important decisions pertaining to the college.

For the complete functioning of college activities, 15 committees are identified. Every committee consists of members. They together plan for the function of every committee in the Institution in a welldefined manner:-

- IQAC Cell
- Academic Council
- Staff Welfare
- Alumni Association
- Placement and Career Guidance
- Examination Cell
- Grievance Cell
- Anti Ragging and Sexual Harassment Cell
- Admission Cell
- Ethics and Code of Conduct
- Cultural and Sports Cell
- Library Committee
- Research and Development Cell
- Curriculum Planing and Development Cell
- Purchase, Finance and Maintenance Cell

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

6.2.3

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

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

Response: D. Any 2 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:

Bhagwan Prasad Sheonath Prasad B.Ed. College has an effective committee of different body's cells/committees that function in a well concerted manner to perform plan and execute various works. The administrative functions of the college are carried out by the principal through a series of committees. These cells/ committees are formed by the governing body and Teachers' Council. The principal acts as a chairperson of these committees. The members of these committees, members, teaching staff non-teaching staff, student representative and alumni representative (wherever required). These committees always follow the standard practice of documentation and record keeping and these documents are considered to be one of the most important aspects of the college administrative setup. The Committees/Cells are entrusted with their particular duties and work towards the college aspired goals. The committees/cells regularly meet to consider various agenda for discussions and its resolution. The suggestions of each cell / committee are analyzed and proper decisions are taken. Suggestions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality. The minutes of different cells/committees are duly recorded for maintenance and transparency of records.

The Committees and Cells are follows:-

- IQAC Cell
- Academic Council
- Staff Welfare
- Alumni Association
- Placement and Career Guidance
- Examination Cell
- Grievance Cell
- Anti Ragging and Sexual Harassement Cell
- Admission Cell
- Ethics and Code of Conduct

- Cultural and Sports Cell
- Library Committee
- Research and Development Cell
- Curriculum Planing and Development Cell
- Purchase, Finance and Maintenance Cell

The procedure followed for constituting a committee is as follows:-

- The committee members further nominate student office bearers via written competition or debateor allocution as the case may be, if the number of proposed and seconded students is more than required.
- The outgoing Conveners of the committees are expected to hand over all the relevant documents to the new incharges in the presence of the Principal or a staff representative.
- Notice is circulated among the faculty inviting their choice of preference of committee. If the preference made by the faculty is found suitable by the team (Principal and Committee Coordinator) they approve the same. In case of any tie or any mismatch, the team reassigns the staff member.

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:

The institution gives dire importance for the welfare of its faculty members. Significant initiatives were taken for the teaching and non-teaching faculties in various dimensions such as:-

- Health and well being
- Academic
- Professional
- Social
- Economic

All staff member is considered as family members by the Management bodies and the institute. Support is provided in every way to further the professional development of teaching and non-teaching staff. Professional development of college staff is supported as below:-

- Every staff member is given leave to attend seminars, workshops, orientation and refresher.
- A staff employee is paid in advance even if earlier salary is required in case of emergency.
- Staff members of our college are also referred to faculty development programs for their own development.
- The staff members of our college are also felicitated for their good professional work.
- Organization has prescribed and given a well-defined Performance Appraisal System.
- The institute also helps the staff members financially and other assistance to improve their professional performance.
- Administrative/non-teaching staff are also provided with the skills or equipment required for their work.
- Each staff member is also encouraged to publish new books.
- Every staff member is encouraged to publish research papers in national/international journals.
- A woman employee of the institution is eligible for Maternity Leave (ML) for a maximum of 2 months, subject to prior approval of the Principal/Designated Authority.
- Medical leave as per norms is permissible in 1 academic session for medical purpose.
- The Principal/Designated Authority shall have the right to cancel the leave sanctioned earlier, for any emergency work in the college.

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: 4

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
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: 19

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	8	3	3

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: 0

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

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

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:

Bhagwan Prasad Sheonath Prasad B.Ed. College, Daudnagar, Aurangabad, Bihar has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation

and the annual appraisal outcome of both teaching and non-teaching staff. The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is an everyday exercise and they're free to communicate to the primary and the management. Students are given possibility to specific their views approximately special educational and co-curricular programmes organized by way of the university, for the duration of the educational consultation comprehensive assessment by way of students and peers also incorporated in the evaluation. The university procures written feedback from the students on the end of the instructional year. The feedback form has columns coping with the performance of the college and other personnel. The faculty is needed to submit self-appraisal file. The applicable committees, instructor-in-fees, event managers and the primary present their overall evaluation. All the tips and comments are analyzed and a document is prepared and located before the manager, who makes a decision at the action to be taken by way of the executives.

The Principal and the secretary of the college assess the performance appraisal of the faculty as per the feedbacks submitted by the different stakeholder and also on the basis of self appraisal submitted by th faculty and action is take likewise. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation. If needed the services of some expert are also requisitioned for seeking necessary guidance.

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
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:

Bhagwan Prasad Sheonath Prasad B.Ed. College has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the student fees which is looked after by the management. All vouchers are examined by an internal financial committee on half yearly basis. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. In the event that any discrepancy is discovered, the same is brought to the notice of the principal. A similar cycle is being followed throughout the previous five years.

Internal Audit: All vouchers are audited by an accountant on a half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The same process has been followed for the last five years. All observations/objections of external auditors are communicated through their report. These objections are examined by the accountant of the institute consisting of Assistant Accounts, accountant, concerned Head of the Department and any other member nominated by the Management. Draft report is submitted to the Treasurer and Management, for finalizing the compliance report of the Institute.

External Audit; Chartered Accountant of the Institute conducts regular accounts audit and certified Annual Financial Statements. All Utilization Certificates of various grants. All Financial Statements have been certified by the CA regularly.

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
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

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

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

File Description	Document
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
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:

Mobilization of Funds: Bhagwan Prasad Shoenath Prasad B.Ed College is basically **self-financed private college** and it doesn't receive any type of grant or aid from the Government. The college follows a well-defined strategy for mobilization of funds and optimal utilization of resources as directed by UGC. The college Accounts office prepares an annual budget estimate in consultation with Aryabrata Charitable Trust. Fee is the major source of funding. Other sources of funds are: Interest from savings of the institution. The financial resources are effectively and efficiently used in the institution. Year to year these accounts have been maintained with a supporting documents. From the fund which are deposited with the bank expenditure like payment of salary to the teaching and no- teaching staff, purchasing of various articles, expenses of construction of building , furniture and others which are co-related to the college administration .

Optimal Utilization of Resource: The resources are optimally utilized by preparing annual budgets. While preparing budgets due consideration is given to overall development of students as well as growth & development of the college. The principal recommends those budgets and forwards the same to the College Management and gets those sanctioned from them. Final payments are approved by the principal. The main heads of utilization of resources are mentioned below: Infrastructural facilities including repair & maintenance charges including Internet and telephone expenses, Electricity bills as well as generator expenses, Purchasing of books and enrichment of library Various curricular as well as co-curricular activities. Tuition fee, development fund, library fund, Computer and internet fund, maintenance fund, depreciation replacement fund, conveyance fund, extra-curricular activities, faculty development fund, prize annual function, seminar/ club fund, Misc. fund. Except tuition fees from the trainee candidates no other fund have been received by the college . it is mentionable that total income and expenditure are audited the auditor in every financial year.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	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:

The IQAC continuously works on all the quality evolving facets of the institution. The institution through IQAC periodically reviews and continuously upgrades the quality of teaching and learning process. The faculties in the college are encouraged to utilize modern information and communication technology (ICT) tools such as smart classroom, Power Point Presentations, video streaming, audio component for effective classroom teaching. IQAC Organised Student Induction Programme and Lecture Series for learner quality upgradation. Staff Induction Programme is also carried out for upgradation of administrative facilities. The IQAC has recently initiated a policy of providing a token amount to each faculty for participating in seminars and workshops. Faculties are provided computer to carry out their academic endeavours. We have a provision of preparatory day for every faculty so that they can upgrade their content knowledge. Institutional policy and its continuation regarding Quality Assurance. Some other are given below:-

- Development of Quality Culture;
- Promoting vocational skills among the students
- Promoting communication skill classes
- Promoting workshop and seminar
- Encouraging the teachers for taking remedial teaching
- Encouraging the students for conducting tour
- Encouraging teachers to use more Teaching aid and ICT
- Improvement of the internal evaluation process
- Framing Academic calendar and its implementation
- Teaching and learning: Policies are adopted.
- Dissemination of information on the various quality parameters
- Arrangement for analysing the result of every test exam and final exam
- Arrangement for feedback responses from students, parents and other stakeholders on qualityrelated institutional processes
- Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality
- Documentation of the various programmes/activities of the College, leading to quality Improvement
- Organization of inter and intra institutional workshops, seminars on quality related themes and

promotion of quality circles

- Facilitating the creation of a learner-centric environment conducive for quality teacher education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College

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:

Bhagwan Prasad Sheonath Prasad B.Ed. College takes steps to improve the quality of teaching learning process through IQAC. The internal quality assurance cell of higher education institutions aims at continuous improvement of quality and achieving academic excellence. The institution reviews its teaching-learning process by various committees like academic committee, examination committee, placement cell etc. The academic committee reviews the result and plan activities for the academic growth of the institution. Various quality initiatives for improving the teaching- learning process are taken by the institute. The institution has an internal quality assurance cell, adopts a participatory approach in managing its provisions IQAC of Bhagwan Prasad Sheonath Prasad B.Ed. College takes continuous review of teaching learning process structures & methodologies of operations and learning outcomes at periodic intervals. The tools used for review are feedback, mentorship, interactions etc.

- Posted the feedback form and analysis report on the HEI website.
- Feedback from students, alumni and parents is taken up and the data is analyzed.
- Value- added courses for students has been initiated.
- Use of ICT in teaching and learning is encouraged.
- E-resources for various courses are regularly shared with students.
- Organizing seminars, workshops, faculty enrichment programs and training for faculty as well as students.
- Preparation of course plan at the beginning of every session.
- The improvement in courses and teaching materials is brought about with the help of evaluation.
- All students are provided with the student diary that provides all details relevant for students.
- Preparation of course plan at the beginning of every session.

Under IQAC instructions, Guidance and Counselling Cell helps the learners to deal with struggle of personal, professional and vocational life. Placement Cell guides them regarding future learners regarding employment opportunities considering their strengths and weaknesses. The institution implements a system of obtaining feedback from the trainee teachers through IQAC. Every effort is made to remain in touch with trainee teachers to collect feedback from them, to ensure commitment and sincerity among the academic community. Feedback from students is collected by distributing a predesigned proforma. Alumni association has been actively involved in furthering academic development. The feedback obtained is placed before the IQAC for analysis and implementation in order to improve the teaching learning process. Feedback and institution appraisal is also done by teachers under directions of 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: 8.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	5	6	9

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
Any additional information	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
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:

IQAC has always been contributing towards organizational improvement within the committee including project based learning, and feedback of program outcomes, introduction of training sessions to trainees,

MOUs with various organizations including schools, competitive examination classes, efforts to strengthen digital and multimedia content in the library. Steps are taken for enhancement in mentoring system Organization of Alumni Meets, organization of workshops and co-curricular activities for students and this co-curricular activities promotes the program of creating a healthy lifestyle among the trainees through sports, Alumni support is taken to strengthen the institution and involve them in programs for the development and progress of the institution. The IQAC of college always reviews and takes steps to improve the quality of teaching-learning. Incremental improvements are made in the academic, research, governance and administrative domains by the college in the following: Here is selected list of incremental improvements from which the institution has tried to develop.

- Use of ICT in teacher learning program schedule with LCD projector microphone and internet.
- Installation of CCTV. The entire college campus is under CCTV for the purpose of safety and security.
- Online admission: this process not only helped the students but also avoided unnecessary funds.
- Computerization of the administrative work.
- Special classes are arranged by the teacher for weak learners and interested students.
- To promote measure for institutional functioning towards quality enhancement through internalization of quality culture and internalization of best practices.
- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- Language Lab, Psychology Lab and other lab renovation
- Meetings of IQAC regularly
- Seminar, Workshops and Conference organized every Year
- Students support Cells-Students Grievance Redressal, Student welfare, Anti-Ragging etc.
- Prospectus
- Value-added Course
- Feedback collection to improve teaching Learning Process
- Opinion of Alumni- Valuable suggestion taking
- Mentor allotment for students' guidance
- Formulation of vision and mission of the college
- College website creation and maintenance
- Online fee payment
- Wi-Fi Facilities
- Smart Classroom
- ICT Lab
- DELNET Subscription

The institute makes continuous efforts to improve the quality of education through activities under the IQAC committee. The institution from its inception prepares a time table for teaching, learning and evaluation and keeps track of the work done according to the prepared time table. It is evaluated whether or not we are going effective. Efforts are being made to make the curriculum student centered through applied learning, experiential learning etc. The IQAC committee sets the standard for various activities and processes of the organization. It observes the process and measures taken by the organization and also gives corrective suggestions in some respects and suggests remedial measures.

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:

Bhagwan Sheonath Prasad B.Ed. College has made energy policy regarding the precautions to be followed in order to conserve the electrical energy. The major precautions are creating awareness among the students and staff to switch off the lights whenever it is not necessary, use natural light in the day time, the ways and means to cut short the electricity consumption, alternative ways for energy utilization, etc. Awareness programs for teaching staff, non-teaching staff and students are conducted to increase their responsibility and accountability to conserve energy. Classrooms are spacious and allow natural light to cover all the corners of the classroom, therefore avoid the extra usage of the lights in the classroom & corridors. Planting trees all around the campus so that there is a less usage of air conditioners. Unplugging projectors, televisions, computers and smartboards after the use. Switching the lights off when the students leave the classrooms. Solar energy is the most commonly used source of alternative energy by the institution. It is completely renewable and the cost expended on installation can be made back through energy bill savings. In our college, the biogas plant is installed. The food waste is collected every day and fed into the biogas plant. The produced biogas is utilized for cooking purpose by which we can save the LPG cylinder

For Streamlining Ways of energy conservation and use of alternate sources of energy for meeting its power requirements following measures are taken:

- The institution has its own solar plant to conserve energy in the limited premises of the campus. Proposal and discussions were made to expand its coverage, by aiming fully solar plant based energy consumption in the future years.
- Energy consuming and old equipment's are replaced as and when they are found worn out. The electrical bills are often monitored to curtail over use of power. Our college periodically conducts energy efficiency audits in our buildings to enforce and improve the overall energy performance.
- Power generated from solar panels is used for lights and fans in the College block.
- electrical appliances, computers, lights and fans after usage.
- The College buildings are eco- friendly and energy efficient.
- The CFL fittings with higher rating wattage are replaced with LED fittings with lower wattage. LED lighting is very different from other lighting types such as incandescent and CFL. LED emits light in a specific direction, reducing the need for reflectors.
- Also we are using low voltage light emitting bulbs (LED) instead of high voltage tube lights to control the electricity consumption and this is for regarding the global warming too.
- Solar lights have been installed at various places in the entire campus of the college so that electricity can be saved.
- All the teaching, non-teaching and students are instructed regarding switch off the lights when they will go out from any room.
- To uphold 'Green campus' 'Clean campus' slogan Minimum use of electric energy Promotion

of the use of non-conventional energy Popularization of sustainable development goals through various in-house activities

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:

The college understand the sustainable and holistic waste management essential in reducing its environmental footprint and providing a safe and healthy work environment for employees, pupil teachers and visitors. The institution's "Waste management Cell" resolves its 'Waste Management Policy' with objectives and action plan in the beginning of the session and orientates the staff and students about it. The action plan is implemented with the help of college "Beautification Committee". The responsibilities and organizational arrangements for this Waste Management Policy lie with a variety of personnel within the college i.e. Principal, staff and non-teaching staff, students.

In providing waste management services, Bhagwan Prasad Sheonath Prasad B.Ed. College will follow the principles of "full sustainable waste management." The College would use a 'Multiple Strategy' to minimise, reuse, and recuperate waste rather than sending it to a landfill under the guidance of Nagar Nigam. This Policy must be observed by both teaching and non-teaching staff, as well as students who use the College's facilities. Any solid waste produced in the campus hall must be controlled and treated in accordance with the Central Pollution Control Board's enforcement criteria and procedures. Everyone who creates, holds, or disposes of hazardous/radioactive waste/chemical waste is required by law to meet certain guidelines.

Institution follow waste Management system properly in the campus:-

1. Solid waste management
2. Liquid waste management
3. E-Waste management

1. Solid waste management

Every day the academic building and other surrounding area in the campus are cleaned by group the Staff and they separate out waste and dispose accordingly.

2. Liquid waste management

Liquid waste from the lab chemicals, canteen and toilet etc is let out at effluent into a proper drainage facility and to avoid stagnation.

3. E-waste Management

Old version computers are transferred to the other institution run by the education society. Electronic gadgets and circuits various kids are sold out to buyers through auction. Other e-waste such as CDs, Batteries, Bulbs and Electronic items are collected from every room and office and delivered for safe disposal.

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: C. Any 2 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:

Various measures have been taken to keep the college campus clean and tidy in which teachers and students have played their full role. Dustbins have been installed at various places so that they can be used whenever needed. In addition to this various plants has been planted in the college campus which are maintained by students and gardener. Under Swachh Bharat Abhiyan every year on 2nd October students and staff are made aware about cleanliness in the college campus. Students are involved in a special subject gardening is given on choice to connect students to environment. Special care has been taken for waste management to preserve the environment of the college campus. Storage of organic matter is separated from non-organic matter. Organic matter is collected on the college campus to make compost. There are dustbins in every corner of the college campus where items are collected.

Cleanliness:

Teachers and students use the following methods to clean the college campus:-

- Two Dustbins are provided in each classroom for organic/Biodegradable and solid inorganic waste.
- Charts are pasted related to cleanliness in classes.

- R.O is provided for clean water and rejected water is used for flushes.
- 2nd October is celebrated every year for the sanitation campaign.
- Seminars are organized from time to time on the cleanliness of the college campus.
- Plantation is done and cared on the environment day.
- The soil of the college campus is fertilized with compost.

Sanitation:

As outreach activity the institution tries it's best to sanitize the campus and local community by sweeping, applying pesticides, distributing the sanitizer and masks in lockdown period due to covid-19 pandemic.

Pollution-free, Safe & Healthy Environment:

- Use of LED bulbs in the classroom.
- There will be no use of plastic in campus.
- Compost and recycle.
- Drink from reusable water bottles and coffee mugs.
- On-site garbage cans.
- Waste management around the whole campus.

Green Cover:

- Plants are planted in the college every year on environment day.
- Plastic is used sparingly in college campus.
- All water supply system is connected with RO for drinking water in whole campus.
- Waste food and green waste are used for making fertilize.

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: D. Any 1 or 2 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: 0.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.01	0	0.004	0.08	0.03

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:

The institution tries to leverage both their knowledge and partnership more effectively as competitive assets. Bhagwan Prasad Sheonath Prasad B.Ed. College people have established long lasting relationship with their surrounding environment. Therefore the environment of Bhagwan Prasad Sheonath Prasad B.Ed. College communities is a relevant to promote sustainable development and environment management. Bhagwan Prasad Sheonath Prasad B.Ed. College make their institutions green as well as also make good relationship with community to keep environment clean. Our college going to different schools and public parks for the plantations and aware people to keep their surrounding clean. In public park, student paint the tree and write Motto on them so the people can be aware about the environment.

Bhagwan Prasad Sheonath Prasad B.Ed. College is using locational Knowledge and resource in the following manner:-

- We participate in various cultural and educational activities in the nearby the institution.
- Develop a system that facilitates home-school-community communication. To fulfill this purpose our institution arranges alumni meets, assemblies, parent teacher meeting
- Local police officers help us in conducting procession and during camps.
- Local Political member participate in the major events the college.
- Institution has linkage with other educational bodies, NGOs .Teachers and students are invited from different schools and colleges for demonstration of lessons during teaching practice.
- Institution arranged workshops on English communication skill for the students from rural background to bridge the gap between urban and rural background students and bring the marginalized to main stream.
- The curriculum of teacher education training program includes topics to address Environment and Sustainability, Social issues, which strengthen the students' affinity to the environment and provide them content knowledge.
- The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, Best out of Waste.

- Organization of Cleanliness Drive to encourage students to clean their local surroundings.
- Students are also assigned projects on ‘Tree Plantation’ and “Beti Paradho Beti Baccaho”. This type of projects provide them relevant learning experiences for knowledge, awareness, and ability to make decisions that promote health and well-being for themselves and their communities.
- During pre-internship programme, B.Ed. 1st and 2nd year students learn the type of school, culture of the school, observe teachers while teaching, observe students.
- Institution organized and participated in blood donation camp for social welfare.

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

WOMEN EMPOWERMENT THROUGH HOLISTIC EDUCATION

- To boost their self-esteem & confidence.
- To build a safe and inclusive environment for girls.
- To develop a culture where girls can acknowledge the real-world problems and learn to overcome them.

The Context: Women have been a marginalized class in educational sector. In spite of efforts continue to be significant barriers to girl education. Co-education was introduced in majority of classes in main college and a sincere endeavor was made to generate a gender-neutral atmosphere.

The Practice: The college caters to the growing needs of education of girl students of the region and enables them to pursue their studies independently in a protected campus. Organization of multifarious competitions to equip the girls fully to face the real world.

Evidence of Success: Stupendous results in academics and college management preferences for girls' admission. College organized activities Save girls chelid and related to women empowering. Recent college girls' student ratio approximately 2/3.

Problem Encountered and Resources Required : Our college promoting the girls regularly but we are facing some problems as:

- Public transport wants to be free for reaching the girls students.
- Our college nearby society is very poor can't afford the fee.
- So, State government want to be provided special funds for girls' education.

Best practice -2

Exclusive help for the advanced and slow learners:

Objective of the practice: The objective is to identify the students as per their learning ability during the first year. The college takes the responsibility to cater to the needs of the students separately so that advanced learners will achieve better opportunities and the slow learners cope up with the assessment system.

The context: The mentors need to provide the matter required for extra coaching and advice on career counseling. The mentors need to provide the slow learners with extra time to understand the work.

Practice: Bridge courses are conducted in required subjects to provide the confidence among the students. Audio- visual relating subjects are played, special remedial classes are conducted and regular assessments are made by the mentors.

Evidence of success: Success of the best practice is that securing first class in the final exam and clear the teachers eligibility test.

Problem encountered and resource required: Human resources requirement is more important than finance and staff members to help the students.

The Institution organized faculty Development programs, Seminars, workshops etc. for enhancing and upgrading knowledge of faculty members. Such practices have deep impact on quality enhancement and overall development of faculty as well as students. It positively impacts the academic functioning of the Institute and facilitates the role of teacher as educators and mentors. The Institution conducts the Seminars / Workshops/Conference with the following objectives:-

- To upgrade their knowledge and skills.
- To improve their effectiveness as teachers and mentors.
- To promote research works in their field of specialization.
- To develop sensitization towards environment and other social issues.
- To inculcate values and ethics.
- To bring innovation and creativity in teaching - learning process.

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:

Institute has established its distinctive approach towards the comprehensive vision, which is essentially global standards, quality and techno savvy education. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, because Bhagwan Prasad Sheonath Prasad B.Ed. College is situated in urban area, our institution priority is to engage the students in active learning, given comprehensive learning experiences and enable them to manage challenges. Our institution trained the students not only for teaching skills but also provided life skills through various

activities so that they can adjust and meet the needs of the area and as well as in big cities, and become self-relevant skilled and enthusiastic to accomplish their task confidently and to face the challenges of the fast changing world.

The priority of our college is to provide language lab facility which can help the students to enhance their vocabulary, improve their pronunciation and develop their communication skills, which build confidence among learners. Better communication skills helps in grooming overall personality.

The thrust of the college is to impart holistic education aiming to make the students time and education industry relevant, globally competent, morally upright and social responsible citizen's We design our programs and courses to equip students navigate successfully through the job interviews, value their worth and can negotiate with the employers. The college aim is to achieve perfection and excellence in every step.

We take to mould the future of young generation towards a brighter tomorrow. Our mission is to develop an ecosystem to nurture new ideas from which the future techno savvy teachers emerge and transform discoveries into innovations. To ensure effective curriculum delivery through practical approach and through innovative pedagogy and to adopt an educational model for bridging the gap between urban and rural areas.

Main motto of all faculties working in this Institute is to help, guide the students for their all-round development and to nurture their innate talent and abilities. The college also tries to enrich the students' cultural activities and in games and sports. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of some students. Many of our students are academically well enriched to be employed in many reputed institutions.

Institute provides students with ideas of social justice and self reliance rooted in a sense of morality as well as freedom. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing women's power and rights. The teaching and the extracurricular activities are oriented in such a way that the mental health, physical disability, skill development related requirements do not take a backseat. To make students aware of the wider social context in which they live, they are encouraged to participate in regular programs organized by the Institute, including community service, Blood donation, gender and environmental awareness.

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 :

Bhagwan Prasad Sheontah Prasad B.Ed. College is a self-financing institute. The college ensures the optimal use of Instructional facilities like OHP, LCD Projector etc. Pupil teachers are encouraged to use these in teaching practice also. The college encourages student teachers to become techno-savvy and they are motivated to communicate among themselves through email using internet facilities provided by the college.

The college has good support services like spacious Classrooms, Seminar Hall, Conference room, library, reading room, well-equipped laboratories, sports rooms, common rooms, play grounds, etc. Office work and library are fully computerized. Internet and e-mail facilities are available. The approved intake of students in the B.Ed., course is 200. The college offers co-education. Till date, the college has trained 11 batches of B.Ed. The performance of the college students in the University examinations has been exceptionally good. Bhagwan Prasad Sheonath Prasad B.Ed. College has a well-qualified, experienced faculty. Seven staff members have Ph.D. degree in Education and other related subjects. There are eleven non-teaching staff members. The College maintains its own updated official website <https://bpspbedcollege.in/>. The college is run by the Vagisha Educational Trust.

Concluding Remarks :

Institute develops course objectives and action plans for effective implementation. To advance the primary mission of teaching through the generation and application of knowledge, the institute supports and encourages scholarly and service activities of faculty as well as students. All the activities of the institution are linked with the vision and mission. It has led to the growth of the college in the recent years in the field of infrastructural facilities, enhancement of teaching-learning process and image enhancement. The commitment of the principal, faculty and staffs has elicited cooperation from the parents, community and local bodies. Staff meetings are held at regular intervals to review whether the activities are being carried out in tune with vision and mission of the institution. Periodic review is done to ensure the same. The members of faculty are provided conducive environment for the growth of institution and their personal growth as well. All faculty members and non-teaching staffs direct their efforts towards the improvement of the institution. This has led to the satisfaction level among members of the staffs. Self-motivation and institution are the outcomes of this constructive environment. Institution always motivates the faculty member to attend seminars, workshops and for higher studies and necessary needs are fulfilled by the institution. Management of the college actively support and strengthens the processes going on in the institution. They provide infrastructural facilities without any constraint and help in making the academic calendar appropriate for learning and development. Support is provided readily with regards to faculty development, management, active participation in college like cultural programme, extension activities and celebration of important days etc. The Institute offers an outstanding learning environment for students by providing state of the art, infrastructure, facilities, effective course curriculum and use of innovative teaching methodology. Academic processes in Bhagwan Prasad Sheontah Prasad B.Ed. College are streamlined, with timetables and other administrative tasks prepped well in advance of teaching session. The teaching at Bhagwan Prasad Sheontah Prasad B.Ed. College is supported by relevant ICT facilities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.3	<p>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</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>21</td> <td>21</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>11</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>21</td> <td>21</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>11</td> <td>11</td> <td>11</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	21	21	2022-23	2021-22	2020-21	2019-20	2018-19	11	11	11	11	11	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	21	21	2022-23	2021-22	2020-21	2019-20	2018-19	11	11	11	11	11
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11	11	11	11	11																																					

Remark : As per syllabus of B.ED Program provided by HEI, thus DVV input is recommended.

1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none">1. Students2. Teachers3. Employers4. Alumni5. Practice teaching schools/TEI <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
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 Counselling2. Peer Feedback / Tutoring3. Remedial Learning Engagement4. Learning Enhancement / Enrichment inputs5. Collaborative tasks6. Assistive Devices and Adaptive Structures (for the differently abled)7. Multilingual interactions and inputs <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 2 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is</p>

	recommended.
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 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) <p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 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

Answer before DVV Verification : B. Any 6 or 7 of the above

Answer After DVV Verification: D. Any 2 or 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

	recommended.
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: E. Any 1 or none of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</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 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>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 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>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of</p>

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)

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.7.2

Average pass percentage of students during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	97	75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	200	200	97	75

Remark : As per clarification received from HEI, and as per SOP only number of students who passed the university examination during the assessment period to be considered as showing result waiting should not be considered, thus DVV input is recommended.

2.7.4 Performance of outgoing students in internal assessment

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

Answer before DVV Verification : 200

Answer after DVV Verification: 100

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	4	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	5	0	1

Remark : As per clarification received from HEI, and publications in the assessment period only between 2018 and 2022, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	6	4	8	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	2	2	5

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, days celebrations, thus DVV input is recommended.

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

3.3.4.1. Total number of awards and honours received for outreach activities from

government/ recognized agency during the last five years.

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per without certificate claim could not be considered so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : B. Any 5 or 6 of the above

Answer After DVV Verification: D. Any 1 or 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

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.**

4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities**
Answer before DVV Verification : 5
Answer after DVV Verification: 5

4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution**
Answer before DVV Verification : 17
Answer after DVV Verification: 5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15006.33	7012.14	25453.09	26735.09	14840.89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.15	0.07	0.25	0.27	0.15

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	738.87	0	0	801.1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.007	0	0	0.008

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.3.3 **Internet bandwidth available in the institution**

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

Answer before DVV Verification : 200

Answer after DVV Verification: 30

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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: D. Any 1 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
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10338.21	924.54	11143.81	16971.68	7745.42
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.10	0.09	0.11	0.17	0.07

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <ol style="list-style-type: none"> 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: C. Any 2 or 3 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
5.1.3	<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</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p>

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)

Answer before DVV Verification : B. Any 3 or 4 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.1 **Percentage of placement of students as teachers/teacher educators**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	0	0	0	0

Remark : As per clarification received from HEI, and excluding multiple counting of same students, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
58	5	0	1	0

Answer After DVV Verification :

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

22	5	0	1	0
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Remark : As per clarification received from HEI, and excluding certificates which are beyond the assessment period, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	16	6	23	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	8	5	4	11

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 : B. Any 5 of the above

Answer After DVV Verification: D. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	2	2	4

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and excluding multiple counting of same teachers and financial support beyond the assessment period, thus DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	5	3	2

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and excluding less than 5 days FDPs, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	7	5	9	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	9	5	6	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

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**

Answer before DVV Verification : C. Any 3 of the above
Answer After DVV Verification: D. Any 1 or 2 of the above
Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1749.37	0	490.76	8403.86	3001.25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.01	0	0.004	0.08	0.03

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>100</td><td>100</td><td>100</td><td>100</td><td>100</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>130</td><td>130</td><td>130</td><td>130</td><td>130</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	100	100	2022-23	2021-22	2020-21	2019-20	2018-19	130	130	130	130	130
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	100	100																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
130	130	130	130	130																	
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>200</td><td>200</td><td>200</td><td>97</td><td>75</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>100</td><td>100</td><td>100</td><td>97</td><td>75</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	200	200	200	97	75	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	97	75
2022-23	2021-22	2020-21	2019-20	2018-19																	
200	200	200	97	75																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	97	75																	
1.6	<p>Number of students enrolled(admitted) year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>200</td><td>200</td><td>200</td><td>97</td><td>75</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th></tr></thead><tbody><tr><td>100</td><td>100</td><td>100</td><td>48</td><td>37</td></tr></tbody></table>	2022-23	2021-22	2020-21	2019-20	2018-19	200	200	200	97	75	2022-23	2021-22	2020-21	2019-20	2018-19	100	100	100	48	37
2022-23	2021-22	2020-21	2019-20	2018-19																	
200	200	200	97	75																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
100	100	100	48	37																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
282705.66	49429.81	224484.7	210300.06	227572.9

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.82	4.94	2.24	2.10	2.27

2.2

Number of Computers in the institution for academic purposes..

Answer before DVV Verification : 55

Answer after DVV Verification : 40